

# National Parent-Teacher

*The Official Magazine of the National Congress of Parents and Teachers*

SEPTEMBER

15 CENTS



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TAKES THE JOB

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*Objects* OF THE  
NATIONAL CONGRESS OF  
PARENTS AND TEACHERS

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**T**o promote the welfare of children and youth in home, school, church, and community.

**T**o raise the standards of home life.

**T**o secure adequate laws for the care and protection of children and youth.

**T**o bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

**T**o develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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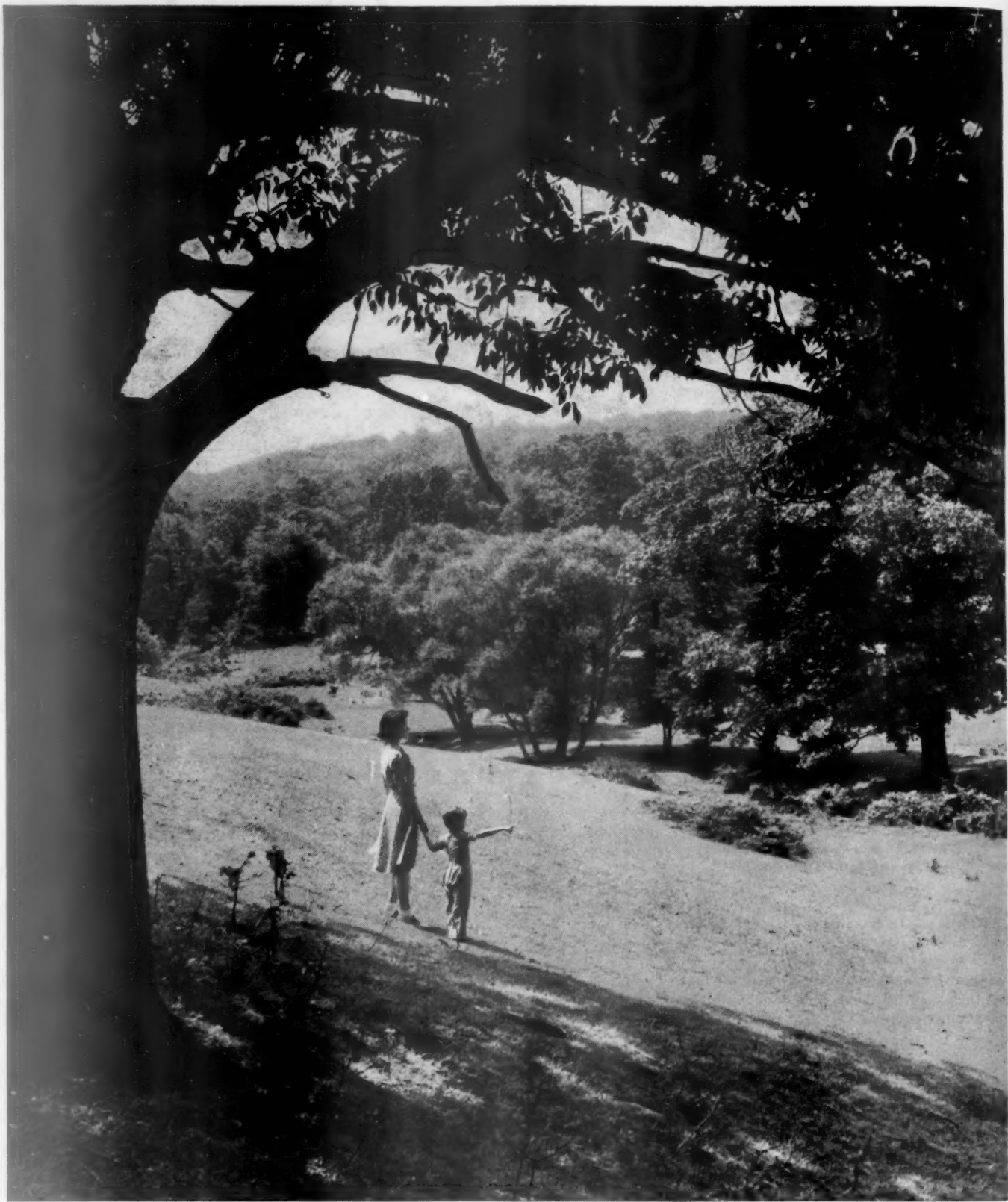
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*Yes! but there's something greater  
That speaks to the heart alone:  
'Tis the voice of the great Creator  
Dwells in that mighty tone.*

—JOSEPH EDWARDS CARPENTER

# The President's Message

## The World Is Our Business

**R**ECENTLY I heard the question asked, "Would it be a better world if everybody minded his own business?" This is the sort of question people ask of themselves during the reaction following great physical and emotional effort. It seems a logical one, therefore, to consider in discussing the conditions that will make up the world environment of the future.

In this new and larger environment, just what is our "own business" going to be? Will it be the comfort and well-being of ourselves and our families? Or will the well-being of our neighbors, the institutions in our community, and the political integrity of our government be part and parcel of our business? We all realize that mankind is faced with the necessity of somehow working out a better world. This is not something that can be achieved by simple formula or wishful thinking. Before we can have a better world, men must come to an understanding of the physical and moral nature of the world. Before human nature can be more effectively adjusted to the total world environment, we must discover better ways of learning and apply them to the ordinary business of living.

Instead of being the tools of our environment, we must take the responsibility for that environment. Since environment includes other people, we have a responsibility to perfect people and the relationships between people. Since environment includes institutions, we have a responsibility to perfect our institutions. And these responsibilities are even greater than the responsibility for perfecting ourselves. There is danger that in our emphasis on our inalienable right to self-development we may overemphasize self and individual purpose, forgetting that the principle of human cooperation is inextricably interwoven with the heightening of human destiny.

**N**EITHER the individual nor the nation can soar alone. Our neglected fellow-citizens of the community and the world are weights that pull down and prohibit the upward progress for which we yearn. Our objective is not world peace *per se*; it is a better world for everybody to live in. It is more than treaties, trade agreements, boundaries, raw materials; it is human emotions, assumption of joint responsibilities, realization that all nations and races have contributed to human freedom and have left their mark on human thought. When we realize this, we shall be able to meet the various peoples of the world in understanding and friendship. Only thus shall we be able to study together the nature and conditions of peace. Only thus shall we gain the insight to insure humanity's freedom.

Naturally, then, security is important; security from want—but also security from fear and hate and all the other imps of trouble in Pandora's box. Like the war, this better world cannot be won on a single front. While statesmen determine the just peace, citizens must build better patterns of cooperation and better community institutions. Parents and teachers must help boys and girls to reach new concepts about this business of living. A generation must evolve that will know what its business is and will mind it to the full.

*Virginia Klefz*

President,

National Congress of Parents and Teachers



# The *Family* Takes the Job



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**W**HENEVER a nation looks for the real source of its strength, the family stands out in the foreground. This always has been true. It would be impossible to envisage any social order without some form of family life. While other human institutions come and go, the family goes on and on, through all the upheavals of war and revolution, weathering all the vicissitudes of economic and social change. Not only has the family risen above the storms that have swirled around it; it is and has been the fountainhead for the human strengths needed to battle the destructive forces that have threatened human existence and liberty from the earliest days of man.

These are simple truths that we need to remember now, in this new period of national danger. They are easily forgotten or taken for granted, because the family functions quietly and undramatically. The dramatic performances of a nation at war hold the center of attention and excite our imagination. The valor of our fighting forces; the stupendous accomplishments of our industrial army; the exciting opportunities for war service—these tend to absorb us; but they cannot dim the less glamorous fact that the family, through it all, forges the real strength upon which these stupendous efforts depend. The oft-repeated statement that the family is our first line of defense can become as meaningless as any slogan is apt to

become unless we believe and feel the truth that gives meaning to the phrase.

Why is the family such an important force in human life? Certainly not because of the material factors that supply the tools by which a family functions. Important as these tools are, they do not give an adequate answer. A healthy family life can continue under conditions of poverty, and a most unhealthy family life can emerge in surroundings of great wealth. To get at the really dynamic forces which give value to such tools of living as houses, money, and neighborhoods, we must turn to the vital forces in the individuals who constitute each family group.

In the inner circle of the family, man, woman, and child learn and feel the value of merging their individual capacities and, at the same time, find in their daily living the means by which they sustain and develop their individual differences. In this setting all members of the group learn to understand the value of individual being and the ways in which they can move as partners toward their individual but related goals. It is no social accident that the family is the cradle of freedom. Here, more than in any other life setting, the child learns how to be an individual not in isolation but in the framework of human relationships—his relationships with parents, brothers, and sisters. In the family the adults constantly reaffirm their



## FREDERICK H. ALLEN, M.D.

responsibility and learn to make creative and healthy use of the freedom they have acquired in their own journey to maturity in directing the growth steps of their child. In the family the child learns, as he is provided with their support, to use his own slowly developing strength and capacity to satisfy more and more of his own needs and to become free of the necessary dependencies of his earlier years.

I have just observed a simple but poignant illustration of this principle of responsibility. A young robin newly out of the nest sat near a piece of bread, squeaking. The mother bird plucked off a piece of the bread and placed it in the mouth of the fledgling

and then went about her own business. This bird mother was not coddling her baby; in feeding the little bird she was merely carrying out her responsibility. The mother bird needed no course in child psychology to tell her that she was feeding the baby to help him to acquire the capacity to feed himself, to go on his own individual way.

The same thing happens in the setting of the human family. Parents provide children with the help and support they need to acquire strength to pursue their own individual goals; they are not protecting their children from life, they are giving them direction and support in order that each child may use his own abilities to meet his own future realities whatever they may be. Without the family structure the child would be denied the natural means of acquiring the courage to meet life.

### Courage Is Contagious

IN STRESSING the importance of the family to the growing child there has been a tendency to underestimate the child's capacity to participate in real situations that involve unusual danger and uncertainty. The war is helping us to shed this overprotective attitude toward children. We now have a real opportunity to gain a broader and more realistic attitude about the adult's protective

THE new study course, "America Pitches In," opens on a note of grave responsibility and realization. The American family, a stronghold of American freedom, is faced with the most momentous problems in its history. How can these problems be met? How can our children be led to meet them with us, as children the world over have had to do? This article, based solidly on the fundamentals of family life, sets the initial direction for a concerted family war effort.

functions. Protections that are really definitions of the limited capacities of children are important as the means of strengthening children; but this makes possible more, rather than less, participation of children in any reality that arouses anxiety and involves risks.

Children themselves are pointing the way to this important and needed change. They are showing in a variety of ways that they can take real and significant part in our war effort. They are not disturbed by conversations about the war, war pictures, or air raid precautions when they have the support of those who believe both in themselves and in their children. Parents who try to hide their children from what is going on are afraid of facing these realities themselves.



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Children cannot take their place in the present emergency without help, any more than they can meet peacetime realities alone. Whether a country is at war or at peace, children need the guiding and supporting hand of the parent in a family setting to acquire the courage to grow up—to leave the old and the familiar and to embark upon the new and the unknown. Anxiety is involved in the normal process of growing up; yet children grow as they find from their own experience the means to express and handle anxiety. This is the essence of growth. Too frequently, however, parents, in their desire to make growing up easy and pleasant, deny their children the opportunity to have the natural anxieties that life brings to everyone. A boy recently said to me, "My parents are trying to make my life smooth and pleasant. I want to find that I can do that myself." He was finding that painful features of life existed alongside the pleasant and that his parents' protective zeal was undermining rather than building up his sense of security.

It seems strange that war, which brings more anxiety and danger, should help to diminish this overprotective attitude that has crippled so many children and has dimmed so many of the gains made in the past two decades toward a better understanding of children. But it is true. And courage is contagious. Just as adults can meet the grimness of war and buckle down to their own tasks, children can quickly respond to the courage of their elders. Parents who have been timid toward life and danger will find that, as they meet reality with their heads up, they will begin to see their children in a new light. They will see their sturdiness and not just their needs, and they will be able to give support and direction to that sturdiness. The very fact that this nation is buckling down to the war effort really is evidence that the family is taking on its job. And it is including its children in this new awakening; it is finding that they, too, have real capacity for courage.

Since the family is the most important asset possessed by any nation, we must be sure that the disrupting effects of war do not disturb its basic structure too far. War inevitably brings certain dislocations. The demands of our armed forces draw older brothers and many fathers away from home for indefinite periods; industry is requiring the services of women, and their home responsibilities are disturbed or shifted to others. There are more opportunities and needs for women in community wartime activity, and there is a danger that this may go too far, imperiling the safety and emotional security of children.

## Women and War

THE PRESENT world is making many new demands upon women and creating new and at times strange opportunities for them. This is partly due to the emergencies of the times, but it is also the outgrowth of gradual change in the way women think about themselves and what they are capable of doing. I have stated before that the healthy family is based on a man's being a man and a woman's being a woman. The cornerstone of civilization is this universal fact of difference. The woman who takes a healthy satisfaction in being a woman can fulfill her natural place adequately both in the larger family of the nation and in the more intimate family relationships that form the core of everyone's living.

The danger is that the element of functional difference between man and woman may be reduced too far. This would strike at the essential base of the family, within which the differences between man and woman acquire many of their creative values. This will never become a real danger, however, as long as woman acquires and makes use of her changed values with intelligence.

Women, with good reason, have been "fed up" with the man-made slogan "Woman's place is in the home." Too frequently this was a way of saying that women had no business wanting to do anything else. But only as women can believe that their real value to the world stems from the fact of their womanhood can new and broader values grow from their new and broader conception of themselves. With this realization, they will not need "a man's job" to prove their basic worth—and the home will be greatly enriched as this greater sense of their dignity is expressed in the most basic of all roles—the mother role.

Wartime changes are requiring more supplementary services for children—day care centers, pooling of neighborhood resources, and wider use of our schools. These devices insure for children the care that they need and that the family, under the stress of wartime demands, cannot fully give. These are not substitutes for family life; they are only means that enable the family to go on functioning in its services to children. But one fact stands out—the mother of a young child has her major wartime responsibility defined for her. The child stands as her first and most important responsibility. Other activities, which many women can and should take on, should be taken on with this always in mind. Today there are too many children being sent to school with house keys tied around



their necks and left to shift for themselves until the parent returns at night. Significant increases in juvenile delinquency are danger signals that we cannot ignore. We cannot afford to treat our children with neglect that denies them the adult direction they must have. Children are sturdy, but we can err by placing unnecessary and unreal responsibilities on them, just as we have frequently erred by overprotecting them.

I have tried to restate a few simple and homely truths that take on new meaning in the face of the present war emergency. The most important things in life frequently are the least dramatic, because they are the things that take place every day; they are life itself. The presence of parents; their coming and going; their affection and their direction; their natural expressions of feeling, sometimes approving, sometimes disapproving; the child's constant discovery of the new, his experimentations, and his anxiety or satisfaction in his efforts to broaden his base of activity—these are the recurring events of the day-to-day functioning of the family. Through these experiences the child grows into the framework of a world beyond the family. The dramatic importance of these simple everyday experiences is brought out when the young child is separated from them by events beyond his control. It is an often-repeated fact that a child is more disturbed by separation from his family than by the noise and danger of an air raid.

### Let Your Children Share

THE American family will have to meet the grim reality of the casualty list, which brings the destructive power of war to the family hearthstone. The loss of fathers and brothers will have to be faced by the remaining members of the group. One striking example recently came to my attention. A woman received the news of her husband's death a day or two before her ten-year-old daughter was to have a birthday celebration. She withheld the news from the child so as not to interfere with her birthday pleasure. Soon after the party the child heard it from a

friend. She was heartbroken, not only because of her father's death but because her mother had not included her in a sorrow that affected both of them.

Let us have confidence in our children. The parent who tries to hide a fact or to maintain a fiction in the face of a fact is harming the child. Why deny him the privilege of participating in a reality that belongs to him as well as to the adult? The insidious distrust set in motion by such an act creates the very insecurity the parent is trying to prevent. Such efforts stem from a lack of understanding of the very basis of security. Security can come only from participation in reality, with the steadfast support of adult understanding. In his sharing of the sorrows as well as the joy of his family the child's sturdiness is forged. Shared experiences rarely are overwhelming.

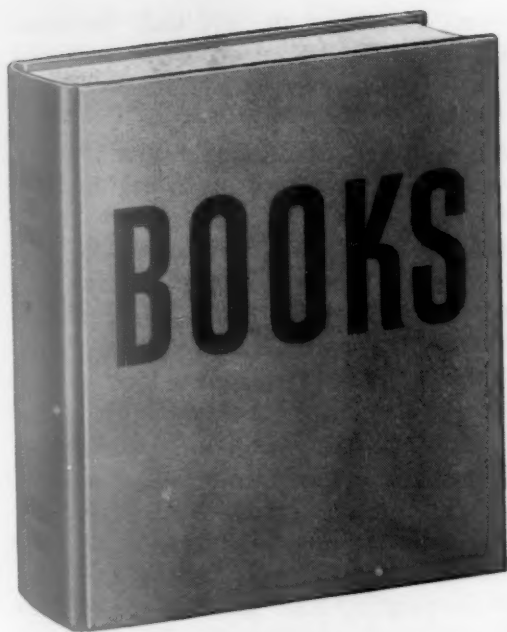
The American family, like other families the world over, has a hard assignment ahead. Many changes will be required, and some will be difficult to make. From the point of view of history, however, we may know that the family has weathered every crisis in the history of mankind. Except during less than three hundred years of the recorded history of man, there have always been major wars somewhere on the globe. Children have lived through danger, not only in wars but in pioneer efforts to reach into new lands. Children have gone through cataclysmic economic upheavals. Children have suffered along with adults, but they have survived and they have frequently been strengthened in character.

Children can endure much, but their personalities can be given that toughness, that enduring quality, only when they are provided with the essential protections that are due them from adults—protections that define the bounds of their participation. The family is the most important source of these definitions. This great institution itself must have the protections the larger national family can provide in time of emergency. With that support, there can be no doubt that the family will tackle its job with quiet determination. Our children can and will find their place in this great struggle to perpetuate freedom.

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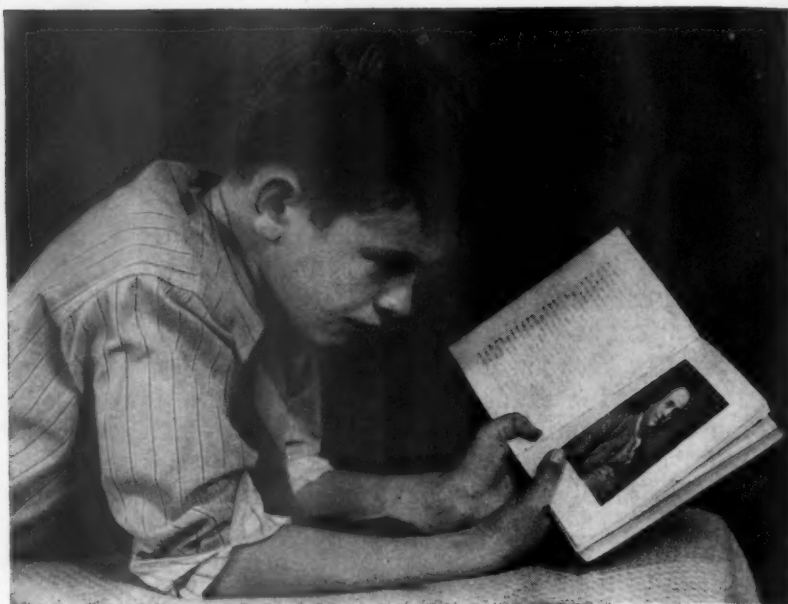
The task of building up and maintaining the morale of the family depends in large measure upon what aspirations and what faith in human values we can muster in families. It will not be enough to provide additional nutrition and more and better social and health services, for these, however important, are only instruments for meeting the exigent needs faced by men and women today. What we do to and for the family is not enough. The family itself must feel that what it does will make a difference. Each member of the family must be helped to see that his conduct and his efforts are significant to the family and to the community.

—LAWRENCE K. FRANK, *from The Family in a World at War*  
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## Guardians of Growth

HELEN L. BUTLER



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**B**ACK of the production lines and far away from the blazing guns and the dipping, wheeling planes, America's children are fighting her war. With an earnestness reflecting their elders' efforts, they are scouring garage, alley, and attic throughout the neighborhood for the scrap rubber and metal the production machines need. Periodically they appear at kitchen doors to salvage the waste fats essential to munitions industries. "For McArthur's men" they gladly forego the sugar they delight in, and to make sure of building the strong, healthy body that is fundamental for such heroes, they unprotestingly wipe the dinner plate clean, even to the despised spinach. Pennies that formerly went to buy gum and toys and comic books now help to fill the war stamp album, and no parent adds a bond to his safety box with greater pride than that with which his son moistly fastens to its page the newly acquired stamp. From the vacant lot on the corner, shrill cries tell of the fortunes of the mimic war in progress until the protests of inglorious "Japs" and "Nazis" terminate it abruptly in a fashion we wish our real foes might copy.

And throughout the day, but particularly at evening, when the shadows begin to deepen and confidences are easier, come the questions. "Will

the bombers hit our house?" "When will Daddy (or Brother Bill—or Uncle Jack) be back? Will the Japs hurt him?" "Why did God let there be a war? Why didn't He stop them? Then, how can He be God?" "When I'm a man, I'm going to kill off all the Germans and Japanese and Italians in the world, and then we won't have any more wars."

It is entirely appropriate, in a democracy that the least as well as the greatest, the youngest as well as the oldest, should be cognizant of the crisis that has shaken America and determined to protect her institutions. We learn by doing; we appreciate the more what we have had a share in building and preserving; and our readiness for responsibility grows as we have the opportunity to exercise that responsibility. We "belong" when we can perform some act that is socially significant—significant not only to ourselves but to the community.

### Children Need Reassurance

**B**UT where the adult has a background of life experience in peace to stabilize his responses to the new, disquieting events, the child's introduction may lack adequate counterbalance for the emotions stirred in the family by the latest radio

report; for the half-understood and often completely terrifying conversations about raids, invasions, and submarine attacks; or for the actual experience of a blackout. He may have no resources to draw on in detaching these from his immediate surroundings; no way of estimating the nearness of danger to himself; no means of shutting out vague horror and formless fear except the confident attitude he has already built up and the security he derives from the solidarity of the family circle.

Conversely, his tougher-minded cousin may respond immediately to the militaristic atmosphere into which he is plunged, and thrill to talk of destroyers, aircraft carriers, bombings, and tank warfare. The movie villains once labeled simply "bad men" are now enemy nationals; the comic strip scoundrel now wears the features and clothing peculiar to enemy countries. So kindly old Tony, from whom an entire juvenile community has bought its crackerjack and pencils on terms of mutual respect, now becomes an object of suspicion and derision; the alert, straight-haired, slant-eyed son of the vegetable man learns to dodge around corners to avoid paying in person the penalty young America has not associated with far-away war lords and a political creed alien to his own. Even the "names" a child hurls at his best friends, in jest or in earnest, reflect the national resentments.

The reactions of the frightened child and of his boisterous companion indicate that the war-conscious atmosphere in which they are steeped may absorb too much of their attention and take too firm a hold on their thoughts and emotions. In consequence, there is danger that the confident, tolerant, and buoyant American way of life may be lost to their generation and, consequently, forever. American adulthood is committed to a program that calls for their protection from physical danger, bodily want, and illness, before every other national need. Intelligent parents are determined to make sure that their children have a full and satisfying life in every way that does not impede the war effort or upset the national economy—to celebrate birthdays and holidays as gaily as before; to establish family routines with regularity and serenity; to regain some of our lost family unity during these carless days and dimly lighted nights. But how shall we keep their hearts courageous, their vision clear, their souls untroubled by hatreds and antagonisms that must only be unlearned again when peace comes, if peace is to endure?

Psychologists tell us that hatred is conditioned by fear, and fear in turn by lack of understanding. What we understand fully we do not fear, and what we do not fear we cannot hate.

## Young America Reads

So, believing this, we make sure that our children have some understanding of the issues at stake, the opposing political theories that exalt or debase the dignity and worth of the individual man. We show them how freedom has been won in America, how easily it may be lost, and how jealously it must be guarded. Since most adults are inarticulate at best, and shaky in their marshaling of half-forgotten facts and examples, we turn for basic information to books—books that interest child and adult equally in their recital of our long history of freedom, books like the small, attractively illustrated volumes by C. S. Williams, called Our Freedoms Series. Or the whole family takes part in an encyclopedia game, using, perhaps, the narrative outline with which *Compton's Pictured Encyclopedia* traces the budding and fruition of "Our American Heritage." In the events listed there and the individuals identified with America's growth are strong motivations for the reading and the personal ownership of books like James Daugherty's *Daniel Boone*, Constance Rourke's *Davy Crockett*, C. J. Hylander's *American Scientists*, and Winifred Wise's *Jane Addams of Hull House*. These books accomplish their present purpose of describing persons who contributed to America's greatness, but their influence on the child reader will far outlast the war, providing fresh inspiration on every rereading as the child grows older.

But a nation is not composed only of heroes who pointed the way and stood sharply in the sunlight of fame and their fellows' admiration. America's strength lies in the common man, to whom her name has always promised freedom from oppression and the chance for a decent livelihood, however scant the fulfillment of that promise has been at times. In the stories of common men who make up the warp and the woof of her civilization are variegated threads that give the lie to Hitler's myth of racial superiority and demonstrate that it is possible for people of different races, colors, creeds, traditions, and social levels to live amicably together. To understand America completely the child should know the Mexican beetworker, through such books as Ashmun's *Susie Sugarbeet*; the Negro, as interpreted in Sharpe's picture-book, *T o b e*, or Ovington's *Zeke*, or Means' *Shuttered Windows*; the migrating worker and his family, as Doris Gates' *Blue Willow* explains them; the



farmer threatened by drouth, as Enright's *Thimble Summer* shows; and the groom on a wealthy landowner's estate, as Duncombe's *High Hurdles* pictures him. Here is living democracy.

### Our Children's World Neighbors

OUR horizons are no longer bounded, however, by our coast lines East and West, North and South. The war has only dramatized what we have already known: that what happens to the humblest Oriental in far-off China concerns the least and the greatest of us in America; that small events in Latin America have their consequences both in Main Street and in Wall Street; that slavery and hunger in any part of the globe mock and threaten the democratic principle in America. For children growing up in an era that sees modern transportation and communication telescope immense distances afresh every year, it is highly important to know something of these near neighbors—to understand something of their customs and their modes of thinking.

The war will end some day. If the terms of the peace, as tentatively conceived and reported, are eventually put into execution, our children will have the task of feeding and working with people in many parts of the world that they are now curiously locating on school or family map for the first time. They will do a better job than we have succeeded in doing if they combine information with idealism in the performance of that task. We can be getting them ready for it today. How? With the friendly and admiring introduction to Latin America by Delia Goetz, called *Neighbors to the South*, in which she reviews the history, national characteristics, and great men of the various republics. With Walter Hoffman's textbook *Pacific Relations* and its account of the great expansion movements that have taken place in world history, its contrasts between eastern and western cultures, its descriptions of the stake each of the great powers had in the Pacific in 1936. With Eunice Tietjens' volumes *China* and *Japan*, two of the Burton Holmes Travel Series, whose theme is "to understand all is forgive all," and whose presentation of Japan as an Arabian nights genie imprisoned in a bottle and released by Perry was strikingly prophetic. Written before Pearl Harbor, they are restrained and balanced in their judgments, representing, probably, the point of view to which we must eventually return.

Among publications for younger children, a score of stories and picture books tell entertainingly and truthfully of child life in many lands: in Mexico, Mrs. Morrow's *Painted Pig*; in Malaya, Lee's *In the Land of Rubber*; in the Philippines, Stuart's *Piang*; in China, Carpenter's *Our Little*

*Friends of China*; in Costa Rica, Gay and Crespi's *Manuelito of Costa Rica*.

For under all conditions children need to laugh—spontaneously, frequently, and loudly. In a time of national or personal tension the need is greater than ever. With the smothered shrieks that punctuate the reading (and the rereading) of the "Heffalump" in Milne's *Winnie the Pooh*, the chuckles that burst out as the pages of Bon-temps' *You Can't Pet a Possum* are turned, the amused satisfaction that watches the progress of *Angus and the Ducks*, worries are forgotten.

### Books for the Timid Child

OCCASIONALLY, however, even in normal times, we find a child who does not respond to laughter or hero tales or to accounts of unfamiliar customs. A prey to unknown fears, he weeps at the loneliness of the Little Fir Tree and is not comforted by its glorious, be-tinseled end. The delightful repetition and absurdities in the story of Little Black Sambo are lost in the fear aroused by the tiger chase. The nonsensical single-mindedness of Epaminondas obeying his mammy's ironic injunctions too literally leave him frustrated—and bewildered that such obedience is not followed by reward and praise!

Many boys and girls are timid. Not for such as these are stories of conflict and dangers surmounted, tales of giants and ogres, which the healthy, happy child takes in his stride, appropriating to himself the valor and cunning of Jack of beanstalk fame or some other popular hero. Instead, kindly stories of everyday life, filled with familiar faces and with abundant evidence of love and protection and good will, are needed. Timid children must know the world of reality and feel its essential friendliness before they travel off into a world of fantasy.

So they shall have a copy of *Pelle's New Suit*, by Elsa Beskow, and know the friendliness of the sheep that gave the wool, the weaver who made the cloth, and the tailor who made the wonderful new suit itself. And they may have the Macmillan *Happy Hour Readers*, with their pictured stories of policeman, mailman, and milkman, and the services these render to children and adults. Or the story of mother's birthday gift in Marjorie Flack's *Ask Mr. Bear*. When they are a little older, when confidence is restored and perspective is right again, they shall have Ferris' *Challenge*, with its stories of what individual resourcefulness, courage, and initiative can do. All that is fine, strong, and true in our books is needed now to prevent our children's hearts from being gnawed by fear, their souls licked by the flames of hatred and intolerance.

# QUALITY PEOPLE FOR A FREE SOCIETY

## PURSUING THE FUGITIVE DREAM

BONARO W. OVERSTREET

**O**UR American experiment in freedom and equality is one kind of bold guess about what brings out the best in human nature. Certain other nations have made opposite guesses—guesses that seem to us all wrong.

But here, as elsewhere, the proof of the pudding will be in the eating. Freedom is not justified by grand declarations made about it. Equality is not justified if we take it to mean that one thing is as good as another.

The aim of freedom is to replace an outer discipline of force by an inner discipline of the spirit.

The aim of equality is quality.

If our American guess has been right—if we really have hit upon a workable method of getting the best out of our human selves—then we, the

people, shall prove that fact. We shall behave with a distinction of body, mind, and spirit not possible to those who live where their behavior is dictated from the outside.

Do we Americans thus prove our case? Do we behave with distinction? If not, why not? If a free society is, as we have claimed, the most reasonable society, then what types of distinction in ourselves do we have a right to look for as products of freedom?

### Exhibit A

**T**HERE is a story with which I like to bring some of my own generalizations down to earth. It dates from an evening, several years ago, when I was guest chairman of a discussion group. The scene was not, by obvious standards, dramatic. But you would recognize it as American. In a classroom in a public school, thirty-odd men and women were lined up in seats too small for them, talking over problems that were, at the moment, too big for any of us.

Finally one man, in a solid-citizen tone of voice, made a pronouncement: "After all, the important thing is for us to hold on to democracy."

A lean chap in the front row turned to ask, with an acid edge on his tone, "And what, may I ask, do you mean by democracy?"

You can guess the routine answers that came out, one after another: "Democracy is majority rule" . . . "I say it's a guarantee of equal rights, or it's nothing" . . . "It's a form of government where the people do the voting" . . . "It's letting people look after their own affairs without being hounded by the government."



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It went on like that. All the definitions made democracy into something quite outside the individual—something for someone else, somewhere else, to look after.

Then shyly, from the back row, a woman spoke up—a plain middle-aged woman. I don't think anyone had even noticed her before. I know I hadn't. Her words hesitated; then came out in a little rush: "I—I don't know—exactly. But to me democracy is a sort of feeling I have inside me that keeps me from being as mean as I'd like to be, sometimes, to people I don't like."

That's all there is to the story—almost. Caught off guard by anything so simple, the group laughed; but with the warm laughter of people who knew that something real had been said.

That's all there is to the story—except what each of us may add from his own experience. We live in a fretful, frightened age, when all sorts of people don't like all sorts of other people—even here among ourselves, here in America. Capital—labor. Big business—little business. Jew—Gentile. White—Negro. Protestant—Catholic. Native born—foreign born. Republican—Democrat. One side of the tracks—the other side of the tracks. Ourselves—and the people who get on our nerves.

All Americans. All included in our historic declaration of purpose: "We, the people of the United States, in order to form a more perfect union. . ." Yet—openly we snarl at one another. Or covertly insinuate. Or shrewdly turn deals to one another's hurt. Or bitterly compete for position and privilege. Or dramatically whisper the damaging rumor. Or irritably complain and criticize.

Sometimes we feel, in these days of oversized problems, that nothing we personally can bring to the cause of freedom will be big enough to count. But one gift we can always bring—a gift of the spirit, the understanding, the heart. We can do the one thing armies cannot do—the one thing that must be done if armies are not to struggle in vain. Like the woman in the back row, we can give our habits to democracy. We can make democracy a living thing, a simple solid everyday sort of thing on the face of this troubled planet. Her definition would scarcely pass muster in a civics class. But it brings us right up against ourselves; puts straight to us the question: Are we spiritually capable of the democracy we profess?

It is not enough, of course, to be more decent than we feel like being to people we don't like. We have also to be more decent than we feel like being to people we do like—at those not infrequent times when, as parents, teachers, friends, fellow workers, fellow club members, they get on our nerves, or catch us off guard when life in general

has got on our nerves. We have, further, to be more responsible for public affairs than we feel like being when private affairs are powerfully absorbing, or when we are plain tired and want to be left alone. We have to make ourselves more accurately informed than we want to bother being when facts come hard and fictions come easily. Democracy, in short, asks of us a voluntary discipline of our reluctances and a consistent release of our generousities.

Ridgely Torrence, in his poem "Eye-Witness," tells an odd tale of a tramp by the railroad track who, on a bleak night, came face to face with Christ. Suddenly this figure, which had always been to him a remote abstraction belonging to prudent churchgoers, became one to which he could give intimate allegiance:

"My heart went open like an apple sliced;  
I saw my Savior and I saw my Christ. . .

I asked him in front of the station-house wall  
If he had lodging. Says, 'None at all.'

I pointed to my heart and looked in his  
face.—  
'Here,—if you haven't got a better place.'

He looked and he said: 'Oh, we still must  
roam,  
But if you'll keep it open, well, I'll call it  
home.'"

Is it not time for us to acknowledge that our political ideals, no less than our religious ideals, must be given a home in ourselves or else wander homeless? And here is the peculiar magic of human life—the proud magic upon which democracy relies: Any individual who gives a home to an ideal far greater than himself becomes, thereby, a spiritual vertebrate. He stops sprawling. He stands erect in the universe, a person of quality.

### Ourselves, the Unfinished

FISHER AMES once remarked that autocracy is a gallant ship that sails the seas, but eventually hits a reef and goes down; while democracy is a raft: it is unsinkable—but your feet are always wet.

There is truth in that wry metaphor. Living well on this side of Utopia, we fumbling humans have to choose between alternative imperfections: between an arbitrary neatness that ends in total disaster and a perpetual semiconfusion that need not end in disaster.

All dictatorships since the world began—whether political, economic, or religious—have achieved order by firmly squelching most of the

restlessness, curiosity, and ingenuity of our human nature. And always history has repeated itself: the squelched phases of our nature have had their revenge. Far from obligingly dying, they have either accumulated to the exploding point or been perverted into antisocial ugliness.

Democracy is not distinguished from autocracy by being perfect. It is distinguished by its attitude toward imperfection. It assumes that a creative confusion is healthier than a premature and static neatness. We may grow tired of having wet feet. But death by drowning is not pleasant either—and is a lot more final.

Democratic confusion has a twofold character. On the one hand, it is the confusion of contradictory errors and half-truths that are busy neutralizing one another—a confusion we can dodge only by letting some one error have total sway until it invites total disaster. On the other hand, it is the confusion of growth, exploration, direction-finding, trying things out—things that sometimes work, and sometimes don't, and that sometimes throw a lot of other things temporarily out of kilter if they do work. It is, in short, a confusion necessary to the whole growth-pattern of organic life—life that learns by experience; life that has to do things clumsily before it can do them well.



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The long road toward freedom is by no means easy to follow. We have strayed from it many times—now on one side, now on the other. Identifying democracy with corruption and vulgarity, we have been tempted toward the rigid order of dictatorship or the narrow graces of an exclusive aristocracy. Or we have slumped off in the opposite direction—have let ourselves believe that democracy justifies our self-indulgence; that it lessens the importance of good manners and sets a premium upon boorishness, upon averageism.

The plain fact is that democracy asks more of

us than any aristocracy has ever asked. It is the most stringent test of manners and morals our race has ever dared devise for itself—a test to see whether we can voluntarily learn to give all people a fair chance, to extend courtesy to all, and to harmonize into healthy growth the many sides of our own natures and the many elements in society.

### The Proof of the Pudding . . .

SOMETIMES the only way we can appreciate what democracy asks of us in the way of quality behavior is to see in action a person who believes in it, contrasted with one who does not understand it.

I remember an incident that stamped this fact forever on my mind. The talk of a dozen or so people around a dinner table had turned, somehow, toward the subject of public opinion—how it is shaped and how it changes. One man named over, appreciatively, a number of people—an educator, a journalist, several men in public affairs—who seemed to him to be doing a particularly good job of clarifying current issues.

Suddenly, across the table, another man spoke up, with a sneer: "I notice all but two of your favorites are Jews. You must like them!"

One brash laugh greeted this sally—and was self-consciously checked in the atmosphere of sudden tension. Only the man who had spoken first was still relaxed—with the self-controlled relaxation of the genuine democratic aristocrat. "Why, no," he answered, with level deliberation. "I don't like Jews, as Jews—nor dislike them. I like individuals who stand for certain things—who behave in certain ways. And some of these individuals happen to be Jewish."

I don't know what the other guests saw as they looked at the two adversaries. But I know what I saw. I saw a plain mucker, vulgar with prejudices and pretensions, opposed to the sort of quality person—the democratic aristocrat—that a free society is designed to cultivate. And back of the two, in lines long enough to reach to the beginnings of history, I saw their spiritual forebears: in the one line, those who burned and pillaged and persecuted, proud in their brute strength and spiritual littleness; in the other line, those who looked at despotism with level eyes and called it despotism, who helped the helpless to help themselves, who learned to distinguish between people on a basis of individual quality, who steadied their impulses by reference to ideals of justice.

At that dinner table, in a New York apartment, I saw more clearly, I think, than ever before just what it is that a free society is all about—what it asks of each of us; and what it is that each of us can freely do in its service.

# What You Should Know About Rent Control

**T**HE Administrator of the Office of Price Administration, Leon Henderson, may soon be receiving more letters than the brightest of Hollywood stars. But this shower of letters scarcely comes under the head of fan mail. None of these missives touch on the tender emotions. They are written by practical women, to a practical man, on a practical subject—keeping the cost of living down. Many deal with rent.

Take, for example, the letter from Hartford, Connecticut, signed "A Defense Worker":

Kindly get after the rooming house grafter whome is charging whatever he can think of, namely 6 or 7 dollars for a \$2.50 room a year ago for one person and 10-11 dollars for a married couple witch they paid for same one year ago 6 dollars.

Or one from the San Diego district:

It seems to me when a group of workers leave their homes for the purpose of working for the defence of their country, they should have the protection of their government against racketeering such as is being carried on in this town. The rent jumped in some cases nearly 100 per cent.

Nor are the landlords silent. Prices have risen for them, too. Some charge war workers with the destruction of furniture. Others are much milder in tone—like this one from San Diego:

I'm convinced something should be done about the ones that have raised their rents more than twenty-five per cent in the last year (but) I do believe the landlords are entitled to a fair increase in their income.

Other people besides war workers in Seattle (as elsewhere) feel the pinch of rising prices:

We are all in this house small wagners, widows with sons in army, old age pensioners, & so forth. And the rent is  $\frac{2}{3}$  for some, half for some, and  $\frac{1}{3}$  for most of our total income.

Up from the south to Mrs. Roosevelt came a plaintive note, which she turned over to Mr. Henderson:

Please mam ask Mr. Roosevelt to consider Mobile citation if he please sir. We here is in a critical condition now at this time. Please mam do all you can for the poor colored people here in the lowland.

"White folks" suffer equally from soaring rents. Writes the husband of one woman in Mobile:

Yesterday I caught a ride with Mr. Blank. When we stopped in front of my house, he said: "What a coincidence! The man I replaced in this city lived in that house. I was going to rent it, but it was furnished and I had my own furniture. It rented for \$35." I am now paying \$55 unfurnished. No improvement of any kind has been done. When I first came I refused to sign (the lease). I finally had to. I wanted a roof over the head of my wife and children. Can't you do something against people with such lack of patriotism?

**Y**ES, indeed Mr. Henderson *can* do something—and he's doing it. Each of these writers lives in one or another of the ninety-six defense rental areas (as of August 1) now under Federal rent control. Notice has been given to 300 other defense rental areas to restore reasonable rents. So far nearly forty million Americans live in areas that have already benefited from a ceiling on rents.

And, said Mr. Henderson, "We haven't stopped yet, either. We are continuing our study of the rent situation in every section of the country, and, just as fast as rents threaten to get out of line, we'll move."

This is welcome news to the three families out of every five who pay rent in areas humming with war activity. Rent is the second largest item in the average family's budget. It eats up one out of every four or five dollars the average worker earns. Although families spend more money on



food than on shelter, they can't easily adjust the amount they spend on shelter. You can buy hamburger when lamb chops go up, but you can't just move every time the rent is raised. Moving costs money, maybe more money than can be saved. Worse than that, no cheaper place may be vacant.

Rent is a particularly acute problem in places where there are not enough housing units to go around. If your home is in a large industrial city, perhaps you can't remember when there wasn't a housing shortage. Not many homes were built during the depression. People didn't have much money to spend on housing then; instead they squeezed into fewer rooms and doubled up with other families. As soon as defense activity began to multiply pay envelopes, families moved into more suitable quarters and young people tripped from the altar into homes of their own. New people came to town, adding ten per cent and more to the population. No wonder that effective economic damper on high rents—a vacancy ratio of at least five per cent—virtually disappeared in large cities. Rents then started climbing.

If you live in a smaller place where new war industries or military training camps have sprung up overnight, you may retort that the problem of the large industrial city doesn't hold a candle to the housing crisis in your own home town. Some of these smaller places report population increases of as much as 1,000 per cent.

**I**N NORMAL times such a demand for housing would simply encourage contractors to build more new homes. And during 1939-41 many did so—but not enough. Then came the war. As more labor and material go into tanks, guns, and planes, the country can spare less for new homes. Most of us will have to get along for the duration in the quarters we now have, but we shan't have to pay more rent.

Even before the war the Government realized that a growing demand for housing, coupled with a relatively limited supply of housing units, meant inflated rents—unless something was done. At first it tried voluntary restraint through "fair rent committees" organized in more than 200 de-

fense communities. But the upsurge of rents following the attack on Pearl Harbor required stronger control.

Not only was it essential to keep down the price of shelter; it was also essential to keep down the price of food, clothing, and other items in the cost of living in order to maintain the morale of Americans on the home front. In addition, inflated prices would have added untold millions to the cost of the war. Therefore, the Congress charged the Administrator of the Office of Price Administration with the duty of holding prices down and gave him the necessary power.

**S**HORTLY afterward Mr. Henderson singled out defense-rental areas where rents had risen unduly or threatened to do so. He issued recommendations that rents return to the level prevailing on a date determined as a reasonable maximum rent date. In areas occupied by about twenty million people this date was selected so as to roll rents back to levels prevailing as long ago as January 1, 1941. Elsewhere the date is generally March 1942.

If no heed is paid to these recommendations within sixty days, he may step in and enforce them himself. From that time on, no tenant is to pay more rent for his quarters than he paid on the maximum rent date, unless the quarters have undergone substantial change since that date. An area rent director is appointed to carry out this order and to protect tenants from unfair eviction, reduction in services without corresponding reduction in rent, and any other attempt to evade the maximum rent regulations.

It is expected that both tenants and landlords will study the maximum rent regulations in areas where rent control is in effect. They should know their rights and obligations under the law. Any questions they may have will be decided by the area rent director according to the regulations. But have no fear. The maximum rent regulations bristle with all the teeth it takes to keep high rents at bay!

*This article was prepared by the Office of Civilian Defense, Washington, D. C.*



### An Appropriate Gift

The *National Parent-Teacher* is an appropriate gift to a young mother whose husband is in one of the armed services. She will welcome the series of articles on "Babies in Wartime." Tell her about these articles; or, better still, give her a subscription to the *National Parent-Teacher*.

# The Young Mother Faces *War*

EVELYN MILLIS DUVALL

**T**HE mothers are magnificent," said one London observer of the way British mothers face the bombing of their homes. Dramatic tales are told of the calm poise with which English mothers go about their daily tasks even during the chaos of nightly raids. Our hearts salute such courage—while our minds tell us that ours is a different battle here in America.

We American mothers know in our hearts that we too can "take it" if and when a blitz comes to us. The blood of the pioneer mother, who faced the Indian raider and the prairie fire and the bitter winter winds blowing through the cracks of the log cabin or mud hut, still runs warm in our life's veins. We can face with confidence whatever crisis is ours.

Our struggle today comes out of our very lack of intimate contact with the war. Our eyes look out upon peaceful fields golden with the annual harvest. Our feet tread familiar streets, where business is brisk and relatively few restrictions interfere with our customary way of life. Our children wake and eat and play and grow tired much as they did before Pearl Harbor. It is only our extended senses that tell us of the reality of war. The radio, the newspapers, the neighbor or the brother who suddenly leaves for service—only these penetrate our thinking with the insistent reminder that our country is at war.

We still may choose what this war shall mean to us. Our relative remoteness brings us face to face with several questions:

How seriously should I take this war?

For what should I prepare my children?

Am I justified in keeping the war out of my home life and thinking?

Should our life be made flexible in the event of my husband's prolonged absence?

Should I go back to work? If so, who will care for the children?

Should I volunteer for active war work even if it means being away from home for long periods?



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**T**HIS article introduces the study course "Babies in Wartime." The young mother whose new tasks and responsibilities are complicated by war and the conditions imposed thereby will find it an answer to many of the most urgent questions that confront her.

What is my best service in the total effort?  
What is my role as a young mother?

The answers to these questions are many and varied. Each young mother makes her own decision on the basis of the meaning that the questions have for her.

Some of us definitely avoid the very thought of war. It is incompatible with everything we have fought and lived for. Individually and collectively, we express our abhorrence of the grim reality by a thousand avoidance reactions. An intelligent young mother, her children playing at her feet on the front porch last summer, idly opened a popular magazine and exclaimed to her husband, "War, war, war—can't we read anything without being reminded of the war?" Others rush to turn off the radio when the commentators begin their descriptions of the war front; or they turn back the front pages of the paper to the more familiar and less disturbing local news and women's pages. One program committee for a mothers' study group

told a speaker, "We don't want to go into the war too much this year. It will be on us soon enough."

Such reactions are understandable. War and motherhood are antithetical. Yet we are at war. And hiding from it will not protect us from its far-flung disruptions. It is for us to understand what it is in us that runs away, and, understanding, to develop the courage we need to face the war, to face the world as it is.

Again, some of us throw ourselves with frenzied zeal into the war effort. We spend days away from home in the many war service jobs that are opening up. We go to work in the mighty war industries. We rush from class to class, training for possible emergencies. We toss wakefully at night, planning to do even more in the total war effort, since all that we find important is challenged in the struggle for freedom. Our children see less and less of us. Family duties and values are postponed and neglected. For some of us this is necessary; but for others the

build a road. All war duties are important. But shall we not count the cost?

Between these extremes of avoidance and overzealousness most young mothers try to find their places and do their jobs as best they can. They strike a balance between motherhood and citizenship, recognizing that each is a part of the other and that to neglect the one is to endanger both. Such young mothers face the war on several fronts.

### The Young Mother Prepares for Contingencies

**T**HE YOUNG mother expects shortages, so she avoids waste of food, clothing, and supplies with adventurous frugality. She finds strength in her growing knowledge of nutrition and consumer economics and household management, by which her family can be kept healthy and comfortable even under great restrictions.

She prepares for possible air raids and fires by cleaning out the attic and the basement and plan-

ning "what she would do when"

as mothers always have prepared for emergencies long before the moment comes. She prepares her children for blackouts by gradual exposure to darkness through games and everyday experiences with little or no light. She makes darkness fun for little folk by giving them flashlights of their own on occasion. She may establish contact with outlying farm friends, so that, if sending children out of congested areas for brief periods seems desirable, it will be to friends that they go. She encourages air raid drills conducted in the same spirit as are fire drills—without alarming or upsetting the children unduly, but taken as a matter of course—in a "this is what we do when" manner.

She makes ready for possible family dispersion by making common everyday separations as casual as possible. Simple pleasant goodbyes, adequate and welcomed folk to care for the children during her absence, satisfying self-reliance for little tasks, close contact with absent members of the family by frequent chatty correspondence, little remembrances—all these help to make family separations less painful, especially for little folk. Children have a much greater capacity for adjustment than many adults realize.

In case she needs to work to help support the family, she plans for some kind of productive ac-



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high cost of that service should be considered. For some these war efforts are fulfilling and satisfying; they bring the young mother back into the home a finer, happier person for having had an opportunity to express abilities and potentialities untouched in the usual routines. For others these extra loads exact a heavy toll in irritability and fatigue and doubled responsibility and the burden of children poorly cared for in the mother's absence. The well-meaning young mother who left her three little children in her parked car while she attended a defense class might be likened to an airplane pilot who abandoned his plane to help

tivity in which she has some ability and experience and which will not be too costly to her job as mother. She tests every new projected activity with this in mind.

### **The Young Mother Strengthens Family Ties**

**S**HE KNOWS that more than ever the family is important to its members. She feels that satisfying family relationships are more important just now than an immaculate house. She takes time for confidential periods, when children and husband and brothers and sisters want to share with her their problems and their plans. She leaves time for listening. She avoids appearing too busy or getting too tired, so that she can keep close to those who need her most. She discusses questions as they arise; she tries to interpret for her children the many aspects of the wartime world with which they are grappling. She welcomes the mutual reassurance and confidence that flows through a family united in affection and common purpose. And she puts maintenance of these priceless assets always first.

She encourages a balance of individualized activity for those family members who seek it. Her husband is usually in the mood for contact with the children, because he has been left undisturbed in working out his problems. She finds that there are times when she must withdraw from the flurry of family life to work at her own growth as an individual. She does not begrudge these times or feel guilty about them; she realizes that they meet the hidden hunger of every person to be at peace with himself and that they increase her usefulness to those who need her.

She builds for more extended family relationships. Grandfathers, grandmothers, aunts, uncles, and cousins are brought closer to the thinking and feeling of the smaller father-mother-child nucleus, in a larger sense of "whole-family belonging." Trivial criticisms give way to wider appreciation of all these relatives as "our folks," which widens the family base and enlarges the little child's world. Lasting satisfactions result from early experiences in loyalty.

She provides for real play experiences for her children. She welcomes their free play, even when it reflects the hostilities of the war, because she does not expect her children to live in a vacuum. She provides the rich resources of a variety of artistic, musical, and dramatic experience at the child's level of interest, both because these things are fun and because there is need for many outlets and expressions for the tumultuous surging of the human spirit in times like these.

She provides for whole-family activities in the many informal ways that are so meaningful.

Picnic suppers, family sings, reading aloud, backyard and garden projects, little family excursions, and cooperative planning and working at family affairs are not listed as defense activities, but they may defend the very nature of family life from the many disrupting forces of wartime. And on the defense of family life, after all, rests the defense of the nation.

### **The Young Mother Does Her Bit in the Community**

**S**HE REACHES out into the neighborhood with the cooperative attitude that builds morale and makes the community a better place to live in. To the extent of her time and ability she cooperates with block and neighborhood and community enterprises for the common good. She may initiate plans for meeting the needs of a group of which she is a part. The neighborhood play groups cooperatively run by mothers actually do more than release mothers for other activities at certain periods during the week; they build a cooperative neighborhood and a social cohesion that will not easily be destroyed by rumor or propaganda. The united community has untold value in a time of crisis.

She selects her place in the larger effort with an objective appraisal of her own abilities and strengths and resources. She gives the service for which she is best fitted in time and energy and ability. She recognizes that she cannot do everything, so she concentrates her efforts where they will really do the most good.

### **The Young Mother Keeps Faith**

**S**HE KNOWS that life is good. Her husband, her children, and her life as a young mother have taught her the fullness of life. As a mother she knows joy and love and peace; and she has been through turmoil before—loneliness and discomfort and pain and anxiety and very possibly rack-ing grief and disappointment. She accepts each of these as a part of life. She faces them all as possibilities for the future, with the calm assurance of the "we have done it before; we can do it again" spirit. She finds in herself the confidence that she will know what to do when new crises arrive. She knows that her task is a lonely one. Only a few can know its possibilities and its ramifications. But this war is to be won on a million lonely fronts by multitudes of individuals steadfastly doing their own tasks as best they can. So the young mother on her home front keeps alive the fires of faith, lest the world grow cold with doubt. She burns the lights of love, lest the world grow dark with hate.

# Preparing our children for postwar reconstruction

## *Editorial*

VERA MICHELES DEAN

NO official American pronouncement has so clearly set forth the task of parents and teachers in preparing our people for postwar reconstruction as has the statement made by Cordell Hull, Secretary of State, in his broadcast of July 23: "Without impediment to the fullest prosecution of the war—indeed, for its most effective prosecution—the United Nations should from time to time . . . formulate and proclaim their common views regarding fundamental policies . . . based on enduring spiritual values. In support of such policies, an informed public opinion must be developed. This is a task of intensive study, hard thinking, broad vision, and leadership—not for governments alone, but for parents, and teachers, and clergymen, and all those, within each nation, who provide spiritual, moral, and intellectual guidance."

This statement should be regarded by all parents and teachers as a challenge to their courage, integrity, and imagination. It is obvious that the world in which our children are living and will live in the future will be profoundly different from that to which we have become accustomed. This does not mean that it will be a less satisfactory world or one in which our children will have less scope for their talents and ambitions. On the contrary, there is every reason to believe that a victory of the United Nations would open up new frontiers of human endeavor. And we should prepare our children to be flexible in meeting their new opportunities. Instead of protecting them against the hazards of life and inculcating in them a false sense of security, we should make them feel that life, even under the most perilous circumstances, is an adventure that calls for many pioneer qualities.

At the same time, we should make our children aware that, no matter how remarkable may be the achievement of this or that individual, it acquires lasting value only by being integrated into the life of the community. In a democratic society there is no room for the individual, however brilliant, who subordinates community welfare to his own

ambitions. Only by teaching—and practicing—cooperation within the local community can we prepare our children for cooperation among nations. The test of each action we undertake should be, not "What will I

get out of this?" but "What can I contribute to the welfare of others?"

The sense of community responsibility developed in this country as a result of the depression and visibly enhanced since our entrance into the war is the best practical basis on which to build a sense of international responsibility. We must show our children that in the long run it is a good investment to spend time and money on helping backward areas in Latin America, Asia, and Europe to achieve the political and economic stability that would make them less vulnerable to totalitarian propaganda—just as it is a good investment for our nation to clear slums within our own borders, raise our standards of literacy, promote racial tolerance, improve nutrition, and devise means of preventing unemployment.

Our children should not be afraid of changes and revolutions. Study of geography, history, and economics should prepare them to understand that the peoples of the world differ widely in political and economic development and that the way of life developed in the United States, which we cherish all the more now that we have seen totalitarian systems in practice, was itself achieved at the cost of revolution and civil war. Our children should not expect democratic institutions to flourish in countries where the soil is not ready for them.

Above all, our children must be made to realize that neither peace nor liberty can be purchased at bargain counters; that these blessings can be achieved and preserved only at the cost of constant effort and sacrifice. A military victory of the United Nations, unaccompanied with determination on their part to win the peace, would be a barren victory. The close of military operations should be the signal, not for demobilization and a rush "back to normalcy," but for remobilization of our resources for the tasks of peace.



## Notes from the Newsfront

**Students Can Serve.**—The machine shop of Purdue University has secured a subcontract and has been turned into a war factory. Purdue students, including coeds, are already at work therein. High school boys in one New Jersey town have undertaken to wear dungarees to school as a contribution to the wool salvage program.

**Imagination and Cookery.**—Now is the time, according to culinary experts all over the country, for American ingenuity to get to work in the kitchen. Cooking is an art, and the more inexpensive foods, if adroitly prepared, can compete with the most elaborate and costly ones. This is true particularly of meat, one of the largest items of expense on the average food budget. Native American recipes from North, South, East, and West are being exchanged and improved upon. If higher wartime food prices are taken as a challenge to American homemakers who do their own cooking, the war may result in a permanently higher standard for American dinner tables.

**Tidy Tree.**—The soapberry tree of Ecuador, South America, yields berries that will launder as much linen as sixty times their weight in manufactured soap. They are used throughout tropical America for laundering.

**Berries and Greens.**—Many a homemaker's childhood dream of escaping into a fairy-tale forest and living on roots and berries may now come partially true, at least, as women turn to the woods for aid in wartime conservation. Homemakers living in or near the open country can combine wholesome and delightful recreation for themselves and their families with the picking of wild berries and the gathering of wild greens for canning. Many wild greens, such as wild mustard, poke, and dandelion, are both flavorful and nutritious. Our grandmothers used them every spring, and the delectable "pot liquor" in which they were cooked was something to remember.

**Inflation in China.**—Matches in China today cost sixty cents a pack; tangerines, four dollars apiece; and ordinary shoes, four hundred dollars a pair. These almost incredible prices apply all down the commodity line. The increase in costs is many times the increase in wages. However, in spite of the inevitable suffering that results from such painful inflation, China, heartened by the promise of American aid in her long and bitter struggle, remains hopeful.

**Bigger Soldiers.**—According to actual statistics of the United States War Department, the average soldier of today is almost an inch taller and almost ten pounds heavier than was the average soldier of World War I.

**Morale Tonic.**—The United States of America has less than seven per cent of the world's population but has

created approximately half of the world's wealth. . . . We produce more than half of the world's minerals. . . . With only six per cent of the world's acreage we produce more than half of the foodstuffs on the globe. . . . We spend more every year for education than all the rest of the world combined . . . and the percentage of American children who attend school is greater by far than any other nation on earth can lay claim to.

**Conservation Hint.**—Attractive doilies for everyday use can be cut from the less worn portions of old oilcloth table covers. A little ingenuity in designing and combining is all that is required.

**Sports Casualty.**—Hockey may be discontinued as an American major sport. Most of the players in the American clubs are Canadians, subject to the draft law.

**History in Our Schools.**—The study of American history is optional in the public schools of twenty-six states, compulsory in only twenty-two. It has been widely prophesied that the war emergency will result in increased pressure toward making this subject compulsory throughout the United States.

**Millions of Babies.**—In the year 1941, 2,500,000 babies were born in the United States. The greatly increased birth rate has presented Uncle Sam with a number of urgent problems to solve. That he takes them seriously is shown by the teeming activity among government agencies, national organizations, and welfare groups of all kinds as they work together to give the babies security and proper care. In a time like the present, serious loss to the nation would result from neglect of this vast accumulation of potential manpower. It is said that in nine cases out of ten the war baby's mother must work for pay. This means rapid mobilization of all resources for child care; it means establishment of day nurseries, nursery schools, play groups, and supervised playgrounds everywhere; it means prompt improvement and extension of all health services. In all these fields the parent-teacher associations of America are working shoulder to shoulder with the other organizations and agencies involved.

**Propaganda from the Past.**—Nazi propagandists are said to be industriously circulating photographs of Americans standing in breadlines—photographs taken, of course, during the worst of the depression period.

**Children Participate.**—In one middle western suburb two hundred and fifty children, enrolled as junior block captains of civilian defense, are engaged in cleaning that suburb of every available piece of scrap. They have their official insignia and are kept in touch with the national program by OCD letters of instruction.

# Get 'Em Started off *Right*

A. L. CRABB

FOR tomorrow, get the next twelve rules," Mr. Hackney would say. And it didn't take us long to learn that what he meant was "Get the next twelve rules." Also, there was no elasticity in the term "tomorrow." Tomorrow meant tomorrow.

To be sure, there was another side to Mr. Hackney. A ventriloquist gave a show in the Plum Springs schoolhouse one night, and it was Mr. Hackney who surreptitiously handed dimes to six boys who had ventured to the door in spite of the fact that all six together didn't have a dime. When Luther Bryant came down with typhoid fever, it was Mr. Hackney who sat night after night at Luther's bedside. But when Mr. Hackney stood in the school doorway and lustily swung the bell, thereby announcing that school was officially in session, he shed for the day all softening tokens of kindness. Kindness might endure for the night, but duty came in the morning.

Mr. Hackney never evaded or deferred an issue. He met it when it arose, usually with unexpected strategy. A major crisis developed on his very first day at the school, and the result was that a unique and amazing feud came to its end.

Two of the leading families in Old Plum Springs were the Bryants and the Elkins. Old Man Charley Bryant (in Plum Springs at that time one automatically became "Old Man" on passing sixty) was a gaunt, towering old chap of great physical strength, who tried to dominate every situation that involved him. John Elkin hadn't quite achieved the title of "Old Man," but he was a sturdy oak in the Plum Springs forest. He carried

the mail and was therefore a personage not without glamour.

Whenever we had a barbecue or a picnic or a reunion, either Old Man Charley Bryant or John Elkin was sure to make a speech. But never both! It galled the Elkins not a little when Old Man Charley made the chief speech at the picnic; it was equally displeasing to the Bryants when John Elkin made the main address at the annual fish fry. But in the esteem of Old Man Charley Bryant and John Elkin such events as these were merely dress rehearsals. The grand climax of the year was First Day at the Plum Springs school. Every First Day, either Old Man Charley or John Elkin made a speech.

AT THE time of which I write, this had been going on for twelve years, and the score stood as follows: Old Man Charley, seven speeches; John Elkin, five. Another address by Old Man Charley would put him far ahead. Excitement ran high.

On Saturday morning I went down to the blacksmith shop to get a plow point sharpened.

"I'm worried," said Mr. Gray as he pumped away at his bellows. "I can't keep my mind on my work. Alfred, who's going to make the speech?"

"I don't know. Old Man Charley Bryant, I reckon. Mr. Gray, why do we have to have First Day speeches?"

"Well," said Mr. Gray, "I can't think of any good I ever got out of one. Maybe there won't be any speech this time. The new teacher passed by here about an hour back, and I asked him who was going to make the speech. He said he hadn't heard there was going to be a speech. I'll bet John and Old Man Charley are squirming."

"I didn't know the teacher had come. Where was he going?"

"To Joe Arbuckle's. You knew he was going to board there, didn't you?"

Joe Arbuckle was my uncle, but I hadn't known about the teacher.

"If Uncle Joe's got anything to do with it," I said eagerly, "John Elkin will make the speech."

"I thought of that. Joe would walk five miles to hear John, and two to keep from hearing Charley."



© Ewing Galloway

ON SUNDAY afternoon I picked up Frank Spalding and went over to Uncle Joe's. We found him and the new teacher sitting on the front porch. The teacher was a slender man, one of whose legs was noticeably shorter and smaller than the other; there was a crutch at his side. But his face was one that caught and gripped you. There was in it a look of pioneer strength, and his eyes held a missionary fervor.

Just as Uncle Joe introduced us, Old Man Charley Bryant came in at the front gate. It was clear that Uncle Joe was not pleased, but this was his home, and he met Old Man Charley at the steps with formal hospitality. He then presented Mr. Hackney, whose hand Old Man Charley seized eagerly and pumped up and down. The Old Man nodded to Frank and me.

"Howdy, Frank; howdy, Alfred. Ready for the First Day?" Then he turned back to Mr. Hackney. "I always say the First Day is the most important day of a school. If you can get the scholars started off right they won't be any trouble after that, and when I make a speech at the First Day I always try to get the scholars started off right."

"Then we have the same idea—to get them started off right." There was a peculiar inflection in Mr. Hackney's voice, and Frank caught my eye.

Old Man Charley grabbed the words. "Yes sir. That's what I say. Start 'em off right. Last year when I spoke at the First Day I hadn't been on my feet thirty minutes before I saw I had 'em started off right. Ain't that right, Brother Arbuckle? Ain't that right?"

Uncle Joe couldn't very well mention that he had gone to an auction sale at Green Castle for no other purpose than to evade Old Man Charley's speech.

"Yes, Brother Bryant," he said solemnly, "you certainly started 'em off."

Old Man Charley accepted the dubious statement at full value. "Much obliged, Brother Arbuckle. Every time I make the First Day speech I aim to get 'em started off right. Year before last when I made the First Day speech. . . ."

Uncle Joe broke in. "John Elkin made the speech that year."

"Oh, yes, that's right, I reckon he did. That's the year the boys fought so much out on the big road. But when I make the speech I get 'em started off right. I must be a-goin' now. I'll be at the First Day tomorrow, and if I can help get 'em started off right I'll be proud to do it. Even', Professor; even', Brother Arbuckle."

When he had left, Mr. Hackney went with Frank and me to the gate.

"Do you boys like First Day speeches?"

"Not much," said I, "but we always have them." Mr. Hackney turned to Frank. "You remember

any of the pieces you've already learned in school?"

"A few," said Frank.

The teacher looked at me. "I remember some," I said.

"Do many of the scholars remember pieces?"

"Annchester Drake might know some," Frank said.

"Yes, and Homer Floyd," I added.

"Will they be at the First Day?"

"Annchester will be there. I don't know about Homer." The Floyds were desperately poor, and Homer's attendance was uncertain. Mr. Hackney was interested.

"Can you boys get Homer Floyd to the First Day? Maybe we'll have something new."

THE FLOYDS lived over in Round Hollow. Homer was sitting on the doorstep with a frayed *McGuffey's Reader* in his hand, his eyes devouring the pages. His mother was sitting on a homemade chair reading the Bible.

"Going to First Day tomorrow?" asked Frank.

"Set down, Frank; set down, Alfred," said Homer's mother. "I don't reckon Homer'll get to go now. I got his clothes washed, but he ain't got a Fifth Reader and we ain't fixed to buy him one."

"You let him go," said Frank excitedly. "I'll get him a Fifth Reader. My brother Harry has quit school and Homer can use his."

Homer was there. He couldn't wait for Frank to bring the book to school. He came to the Spalding home for it, and while we waited for the bell to ring he read it with his usual eagerness.

Promptly at nine o'clock Mr. Hackney came to the door and swung his bell. We all trooped in. Old Man Charley Bryant sat well up front, and sixteen of his relatives sat near him. John Elkin sat well up front also, and around him sat fourteen of his clan. Plainly both orators were uneasy. Their suspense was shared by all present. Mr. Gray's rotund face bore the marks of strain.

The First Day opened conventionally, with hymns and a prayer. Then Mr. Hackney spoke very briefly. And now the time had come!

I looked at Mr. Gray. The lines on his face had tightened. Old Man Charley sat tilted forward, his mouth slightly open, his eyes upon Mr. Hackney. John Elkin's red hair was practically on end, and the freckles on his face seemed to stand out in relief. The suspense in that room was something you could have carved with a cleaver.

Mr. Hackney cleared his throat. Everybody leaned forward. Mr. Hackney spoke:

"The purpose of the First Day is to get the school started off right. Sometimes we have a speech, and I understand that some of the best speakers in the county are here at Plum Springs—" there was a rustle as the audience

leaned farther forward—"but this year we are going to let the children conduct the exercises."

A great sigh arose at this anticlimax.

"It is my belief," continued Mr. Hackney, "that scholars should learn all the pieces they can and remember them throughout life. Surely we have many scholars here who remember pieces they have learned. If they will come forward, we will have a contest."

ANNCHESTER DRAKE went forward and sat on the long recitation bench, facing the audience. Frank's and my eyes met, and we too went forward. Fred Miller and Oscar Keller followed. Luther Bryant and Frank's sister Ida came, then Irene Elkin.

"Aren't there others," inquired Mr. Hackney, "who remember pieces they have learned?" Mrs. Floyd turned her head and looked at Homer, and he, clutching his Fifth Reader as a halfback holds a football, came and took his place with us.

Mr. Hackney then said that we would recite in order. When one failed to take his turn he would drop out. The last survivor would win.

Annchester Drake led off with "The Sandpiper." Frank recited "Don't Kill the Birds." I gave them "Oh Were You Ne'er a Schoolboy," and Luther Bryant followed me with "The Inchcape Rock." Oscar Keller stood up, forgot his piece, and withdrew, greatly embarrassed. Irene Elkin gave "The Shepherd Boy"; Ida Spalding gave "Meddlesome Mattie." It was Homer Floyd's turn. He popped up like a Jack-in-the-box and rapidly but clearly recited "King Solomon and the Ants."

The audience was interested now. Not one person left or even stirred in boredom. Annchester Drake stumbled and went down halfway through "We are Seven." Frank Spalding's memory failed suddenly, and he retired. Fred Miller followed him in defeat, then Ida Spalding; then I gave up. That left Irene Elkin, Luther Bryant, and Homer Floyd. Homer wavered once and looked pleadingly at his mother; then memory returned, and his clear voice was lifted in "Try, Try Again." Irene gave "Mary Dow." Luther faltered, mumbled something, faltered again. Old Man Charley Bryant stood up, a towering figure.

"Say 'The Dying Soldiers,'" he called out hoarsely. Luther's rich sad voice responded:

*A waste of land, a sodden plain,*

*A lurid sunset sky. . . .*

On it went, until at last Irene could go no further, and in the same round Luther went down.

"Next," said Mr. Hackney, and Homer's clear, slightly shrill voice cut through the schoolroom:

*O Mary, go and call the cattle home*

*And call the cattle home. . . .*

Frank looked significantly at me, and I knew

why. "The Sands o'Dee" was in the Fifth Reader. Homer Floyd had learned the piece that very morning, while he was waiting for the bell to ring! With never a halt he carried on to the finish: *But still the boatmen hear her call the cattle home Across the sands o' Dee.*

Plum Springs was never articulate in expressing its appreciation. But in the frantic applause that greeted Homer Floyd's victory, the Bryants and the Elkins led all the rest.

School had not opened yet. Mr. Hackney could afford a bit of sentiment. He was much pleased. He lifted from his desk a small but attractive book and handed it to Homer.

"Accept this," he said, "as a token of my esteem for your use of your mind as a storehouse of beautiful literature. This is Palgrave's *Golden Treasury*. Read it and learn as much of it as you can."

There was more applause, and Mr. Hackney dismissed for the noon hour. Out in the yard the visitors stood about in clumps, still thrilled. And—wonder of wonders!—there were Old Man Charley Bryant and John Elkin vigorously shaking hands and "brothering" each other in great style.

YOU ARE not interested in what happened to each and every one of us in the after years. But there is a later bulletin on Homer Floyd that you should have. It was in Belleau Wood that the German shrapnel found him. They got him to the hospital without much delay, but it was of no use. Tom Flora of Green Castle was in the same hospital. It was Tom who brought back the word.

"So you're a Kentucky boy," the nurse had said to Tom. "A Kentucky boy passed out an hour ago in the next ward."

Tom casually inquired the name. The nurse consulted a notebook and told him.

"Homer Floyd? He's from Plum Springs," said Tom. "Sure I know him."

"He asked me a dozen times," said the nurse, "to send his book to his mother; but I couldn't find any book. And he kept repeating 'Oh, Mary, go and call the cattle home.' Is that a poem?"

Tom remembered Mr. Hackney's First Day. He set himself to find that book. He knew what it was—Palgrave's *Golden Treasury*, the prize Mr. Hackney had given Homer.

After the war Tom carried the book over to Mrs. Floyd in Round Hollow and told her the story. She listened quietly, stroking Homer's book with her gnarled hand.

"I'm right much obliged to you, sir. Homer was a good boy. The last time I saw Mr. Hackney he told me he never had a better scholar. I mind well the day Mr. Hackney gave him the book. I'm obliged to you, sir." She sighed. "Homer's book will be a right smart comfort to me now."

# With Lifted Hearts and Voices

PEARLE H. STOUT

CHAIRMAN, MUSIC COMMITTEE, NATIONAL  
CONGRESS OF PARENTS AND TEACHERS

**T**HE man who disparages music as a luxury and a nonessential is doing the nation an injury. Music, now more than ever before, is a national need. There is no better way to express patriotism than through music."

These words, spoken by Woodrow Wilson in 1914, are highly apropos to the world situation today. Music is of inestimable value in building and sustaining morale. Someone has said, "Let me but write a nation's songs, and I care not who writes its laws."

In earliest times, poetry and sound united in song as companions of labor. The chant of the boatman floated over the water; the shepherd sang as he tended his sheep; the milkmaid sang in her dairy and the plowman at his plow. Singing lightened their humble tasks, and the songs they sang have come down to us as folk music.

From earliest times, too, enterprise and heroism have been celebrated and re-created by song. A singing nation is a happy nation, and a happy nation is brave. To lift one's voice in song is inevitably to lift one's heart and soul to a higher level of existence. The stimulation, the inspiration, and the refreshing quality of music will go on after all the armies of the world have vanished. Music can do more to provide a practical antidote for the deadly poisons of fear than can anything else on earth.

Group singing is particularly fine for building courage and morale. Everything that can be done, therefore, to promote community singing and other forms of community musical expression is just so much clear gain. School orchestras, bands, and glee clubs; church musical groups; music festivals; family sings around the piano, now that motor restrictions have brought so many families back to the home for recreation and inspiration—all these have their part to play in the war effort.

We hear on all sides the demand that we keep our children's lives as nearly normal as possible; that we do all in our power to build up steadfast morale in our boys and girls. What better tool have we for this purpose than the ever-effective, ever-available tool of music?

In this connection an early beginning is important. Music appreciation begins in infancy. It is a most unpleasant experience to spend many days in a home where no music is available. It is pathetic to think of children spending their earliest years in such a home. The longer musical training is left to chance, the more of the pleasures of life will be missed. If parents and teachers would realize this, they would give the young child a better start.

Our children are sternly confronted with the realities of life in a wartime world. Many homes are affected by the mustering of our armed forces. Many others are disrupted by economic disturbances. In the face of all these upheavals we must keep our young people, particularly the adolescents, singing and playing. It is one of the best ways to keep them normal.

**A**LL along the line, from the preschool child to the boy or girl on the verge of adulthood, the parent-teacher association stands ready to serve the youth of America through music. That the National Congress of Parents and Teachers recognizes music as a major phase of life is shown by the appointment and maintenance of a national standing committee for its promotion and by the organization of Mothersingers and other choral groups all over the nation. Wherever the need for music is felt—and that means everywhere today—parent-teacher workers will be found earnestly devoting themselves to the task of meeting it. Parent-teacher units have organized preschool rhythm bands to provide for the musical expression of very young children; they have even organized preschool piano classes, with surprising results. They have helped to furnish music lessons to talented youngsters everywhere; and many of them have made it a major project to discover and develop native community talent.

The musical enthusiasm of local parent-teacher groups is growing steadily. All evidence indicates that there will be a more and more efficient educational music curriculum in our schools; for here, too, the parent-teacher association serves in a unique manner, literally bringing the home and the school into harmony.

And the final purpose of those who work for the advancement of music is even greater than this—namely, to bring the whole civilized world eventually into harmony. Music Week, which has been observed on a national basis in the United States since 1924, was expanded to international scope this year. The response was extremely gratifying. We may hope for an even greater unity of feeling and purpose as time goes on.

# WAR Marriages . . .

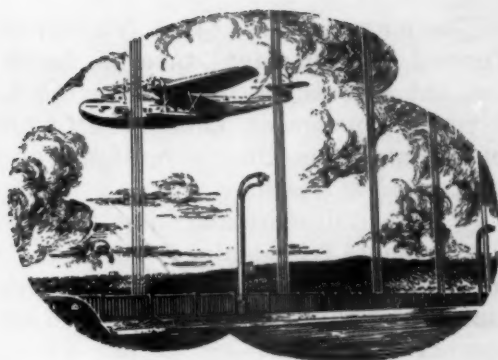
JEAN C. MENDENHALL, M.D.

**M**ARRIAGE in wartime, pro and con, is here judiciously discussed by a trained physician whose special experience well equips her for the task.

**W**HEREVER we go we are made aware of the upward trend in hasty war marriages during the past year. And the increase in service men's pay may stimulate yet another upward trend.

Apparently our own military authorities, as well as those of Canada, have become aware of the dangers of hasty marriage between soldiers and the women of other countries. One newspaper recently carried the following story: "Perturbed at the high proportion of unsuccessful marriages resulting from lightning courtships, Canadian military authorities are reported to have banned soldiers stationed in this country from marrying British girls unless they have enough money in their pay-books to take their brides home after the war—a minimum of \$160. Before permission to marry is granted, a three months' probation period is imposed."

There is no ban on the marriage of United States soldiers in this country, but "for military



## 48 Hours' Leave

reasons," it is said, "Anglo-American romances are discouraged."

It is also reported that many marriages between our service men and the girls here at home have already broken up and that too many others are in the process of disintegration. The young people have discovered already that marriage and happiness are not necessarily synonymous.

**W**HO are the young men and women that enter into war marriages, and why do they do it? Well, some of them were already engaged and have merely advanced the date of their wedding. Some of them, although not formally betrothed, have been going together more or less steadily for some time; for these the war has served to crystallize their intentions, and a speedy marriage has followed. Too, a boy on furlough may discover a strong attachment to the home girl whom he has known for some time but of whom he has never before thought seriously. The war has caused many such marriages.

But these are not all. Regrettably, with some young people marriage results from mere proximity of the other sex. When boys have been in service for some time and have seen few women, they become lonely for feminine companionship. One chaplain stated the problem thus: "When a girl—any girl—smiles at the lonely service boy and is nice to him, he tends to surround her with a rosy halo."

Among the marriages that follow brief acquaintance is the marriage of the boy and girl who meet at a place of amusement or at the home of a friend. There has been a tremendous increase in the tempo of "boy meets girl." There has been an acceleration in letter writing. Either a boy or a girl may become enamored of a writer of interesting epistles, and the hasty marriage on furlough follows.



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Too many of these quick friendships have been formed in restaurants, taverns, dance halls, movies, the streets, or places catering to the lower types of amusement. This in itself adds an element of danger, since the conventional atmosphere of protection is absent.

What is still more alarming, some parents actually promote friendships between their daughters and those service men who offer the greatest financial security. In these cases—which are, of course, comparatively rare—it is not unusual for the young men to be the products of a very different background.

Then there are the young, romantic girls who say, "If we don't marry them now before they go into service or are sent away, we may never have an opportunity to be married. There simply will not be any men left." As a rule they follow up this argument with the statement, "A widow will have a better chance of marrying after this war is over than an old maid will." There are the boys who say, "It may be all that I will get out of life." There are the youngsters to whom marriage means a couple of days of happiness, with no thought of future liability or responsibility.

In most of these cases there seems to be a feeling of haste, perhaps based on fear of the future—a fear either that love will fail to make its appearance or that it will not last.

The more romantic and idealistic young men are seeking personal emotional security. They want someone "to fight for," someone who belongs to them alone, someone who will keep in touch with them when they are away and who will care whether they return or not.

Some young girls and even some women consider that they are doing their patriotic duty by marrying a man in service and giving him a few days of happiness!

We find parents who are anxious to see their children married, thinking it will stabilize their emotions. With some this will prove true. But it cannot be accepted as a basis for marriage.

IT IS not alone the young boy and girl (some are so young that they must obtain parental permission to marry) who are being catapulted into hasty marriages. The older man and woman are also caught in this vortex of emotions. War does strange things to people.

Not a few of the Army officers with whom I have talked express the strong conviction that it is usually a long, hard task to make a good soldier out of the young married man. One officer, on the other hand, was definitely of the opinion that the married officer works harder for advancement than does the single man. The consensus was that the newly married service man spends many hours

and much energy in anxiety over his wife. Is she well? Is she working too hard? Has she a job? Is she provided for? Is she living with her family or with his? Are they getting along amicably? How is she spending her time? Many and various are the problems that may cause the married soldier anxiety, distract him, and reduce his energy.

Some war marriages, financially fairly secure, are based upon the desire for offspring. Many a bride is anxious to have a child by the husband she loves and is willing to face the hardships of motherhood alone if necessary. And often the husband wishes to continue his family name and traditions. Although such marriages have complications that arise from separation and the dangers that must be met in a war of such magnitude, these complications are less than those of the marriage in which there is no financial security.

NUMEROUS definite social adjustments must be made by any woman newly married. This is true particularly of the war bride, who does not have her husband near to help in the transition. Shall she go to work, either from financial necessity or because of an inward urge toward useful activity? Does this mean seeking a new job, or can she retain her old job? (In considering this, the uncertainty of the time element must be taken into account, for none can foresee how long this war will last.) Is she to live alone in a room, in an apartment, or in a house? If alone, will she be more lonesome or more content?

Shall she live with her family? (She may then be greatly surprised to find that her status as a married woman is different from that she enjoyed as a dependent child. The bride seldom contemplates the psychological change that is practically inevitable with marriage. The change is not alone with her; parents with a married daughter also have an adjustment to make.)

Shall she live in an apartment with girls who are not married? If so, there are other complications. Shall she stay at home when the girls have callers? Shall she go out alone, or shall she too have dates?

Let us be realistic about the social adjustments that must be met. The married woman will soon discover that she and the single girls do not now share the same interests. She will be left out of their good times. They will not be the close confidantes that they were before. Can she and will she find new interests?

Shall the young wife follow her husband from camp to camp? This procedure is probably the most undesirable of all. In the first place, the enlisted man does not know where he will be stationed or for how long a period. Second, living quarters near the camps are scarce, expensive, and not too desirable. Often, therefore, the home

must be established in a town at some distance from the camp. In one case with which I am familiar, the husband came home every night. This meant either hitch-hiking or riding the bus thirty-five to forty miles twice a day. Since he had to start back to camp by four o'clock in the morning, he lost a great deal of sleep, which resulted in his being dead on his feet and falling asleep while on duty. Incapacitated by insufficient rest, he was demoted, even though he was qualified for advancement and had been actually slated for it. Such things are unfortunate.

Many young service men have confided to me that they are postponing marriage until the war is over. They confess that they do not want the extra worries and complications that a war marriage entails. They feel that they have a job to do before they can consider matrimony; also, they feel that they will be better soldiers if they are single. Most of them are sure that girls who really love them will wait for them. Furthermore, they do not consider it fair to tie a girl down to such an uncertain future. Many say that they have observed how upsetting these hasty war marriages are.

Officers and some parents seem to accept the theses that the single man is a more daring soldier and that the married man with a wife and possibly children dependent upon him is more prone to think he should not take a chance or assume a dangerous commission.

Women are working, holding down men's jobs and receiving proportionate pay. This may give rise to serious difficulties when the men return and want their jobs back. Will women, further emancipated, wish to retain the jobs in which they have made good? Or will the men return so gradually that there will be a painless transition of women back to the home? Will the new achievements of women be a challenge or an irritation to their husbands? In short, will this situation be a further complication of war marriages?

I dislike being so realistic when I look at the future of these young folk. It is much easier and pleasanter to surround marriage with sentimentality, particularly when normal lives and expectancies are being so radically changed. Many, too many, of these men will never return; others will return injured. A certain number will of course be rehabilitated. Others, however, will be so cruelly injured that they will be helpless for the remainder of their lives. Will the girls who mar-



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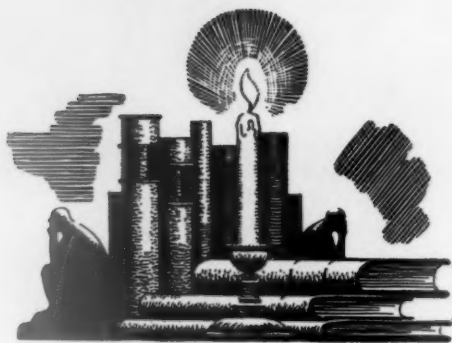
ried in haste or on emotional impulse be willing to continue their work, to take care of their husbands for the rest of their lives? Some of them will gladly do so. Others will complain. They will forget they chose marriage and its obligations. Those who are emotionally mature will face the future with as much realistic honesty as is possible. But many, very many, are not emotionally mature.

Moreover, even though a man comes back sound in body and mind, with steady nerves, he will nevertheless

have passed through cataclysmic adventures; many things will have happened to him that can never be shared by his wife. She, too, will have undergone many experiences alone, without her natural companion. This is war, and war makes great changes in the lives of all of us. No matter how much love there may have been before a couple were separated, after the war they will meet more or less as strangers. Can they cross the barrier of time and experience? This will depend on the individuals. All we can do is to point out the possibilities and risks as we see them. We know well that there will be many successful war marriages. A large number of young people will work as hard at the job of marriage as they would at any worthwhile job, perhaps putting even more into it, since there is so much more at stake. For these young people the risk is minimal.

**Y**ET, again to be realistic, we must face the fact that when the war is over we shall have an epidemic of unhappy marriages, of failures and divorces. For us the question then becomes: How can we best help these young married people?

That which means a greater degree of happiness for one person may mean more unhappiness for another. Each individual is different, each problem is different; and, when all is said and done, theirs must be the decision. Marriage does not consist of a ceremony alone; neither does it consist of living together for a few days with no consideration for the future. Marriage demands the establishment of a home; it calls for two persons who love each other, who are willing to work out their way of life together in affectionate companionship. For some it is possible now; for others, success lies in waiting and working for a future marriage, built on a firmer foundation, when this terrible black cloud of war has rolled away.



## BOOKS *in Review*

**FAMILY RELATIONSHIPS.** By *Ada Hart Arlitt*. New York: McGraw-Hill Book Co., 1942. 277 pp. \$2.50.

AT NO time in the history of the world has the family been static," Dr. Arlitt points out in this clear-headed examination of family relationships in our time.

The automobile, the radio, and the movies are some of the forces affecting new patterns of behavior—"dating" included—that have been superimposed on the social and economic changes inherent in the shifting of population from rural to urban centers and the shifting of values in the national life of a people steadily growing older. Marriage takes place later and is less lasting than in the earlier American scene. Families are smaller. Parenthood is more difficult for parents of one or two children, in whom they see all the faults, and center all the hopes, once spread over a large family.

While these forces pull us one way, we are pulled in another direction by deep-rooted habits of thought and feeling carried over from the more stable, compact era when children were seen and not heard, when no woman had a vote and few had jobs. Dr. Arlitt justly remarks: "1,940 and more years of regarding women as inferior both physically and intellectually has affected the marriage relation." Dr. Arlitt finds us working through a pattern of thinking toward "some sort of cooperative family" and toward a realization that "wherever social pressure is not brought to bear upon the family to force it to remain together, it will be stable in proportion to the amount that it contributes to the life and happiness of the married pair."

For its deft handling of a complex subject, this provocative and penetrating book will appeal to the general reader as well as to the college student for whom it has been written. To illuminate the findings of research in the field, Dr. Arlitt cites a study of 4,206 cases collected at the consultation center in the Department of Child Care and Training at the University of Cincinnati.

Bibliographies supplement each chapter; particularly rich is the reading list on the subject of heredity.

The tone of the book is positive and constructive. Under such chapter headings as "Preparation for Marriage," "Husband and Wife Relationships," and "The Children within the Family," the author deals with the everyday problems of living within an income, bringing up children, and getting along with inlaws. Moreover, although she realizes fully that there are limits when it comes to doing with our heads the things that are most successfully done with our hearts, she suggests practical ways of working them out.

Dr. Arlitt's statement "The family is not passing away" is reinforced by her own challenging picture of the family's changing structure, functions, and satisfactions throughout history, particularly during that interval marked by the evolution of the wedding ring from the thick gold band of two generations ago to the narrow platinum circlet worn by the bride of today.

The general reader closes the book with a deeply satisfied feeling that the family, after all, is a hardy perennial plant, not easily withered.

—CATHERINE MACKENZIE  
*Sunday Department*  
*The New York Times*

**KEEP THEM HUMAN.** By *C. Madeleine Dixon*. New York: John Day Co., 1942. 156 pp. \$1.50.

FULL of practical helps and specific suggestions about what to do with the young child in times like the present, this sane and useful book brings parents the solutions to many of their problems. Written around the child's natural questions, spoken or unspoken, "Whose World Is This?" and "How Do You Make Worlds?", the answers to which must grow out of his daily experiments and activities, the book stresses from beginning to end the prime importance of play life.

Play can be used to relieve the tensions and fears created by war and by the adult uncertainties and difficulties connected therewith. Children

will play at war, of course, dramatizing what they hear and see and sense. But they can also play at making bomb shelters for things that need protection; they can play at taking care of sick and lost people, giving first aid, and looking after refugees who need such everyday things as food, shelter, baths, rest, sleep, and recreation. Thus the spirit of hate and destruction can be mitigated and the normal creative exploratory and experimental activities of childhood can go on.

The chapters "Oiling the Gears of Routines" and "Whose Home Is This?" show how the child, through participation and shared responsibility for household routines, learns to feel that home belongs to him as well as to the adults in the family. Many people have said that one of the greatest weaknesses of modern child training is the fact that children are not taught to assume responsibility. Here are excellent suggestions for helping the child to become responsible and to feel his obligations as a member of the family. "He learns to respect work by being permitted to work. Daddy is fixing the pipes. A small boy is in the way down in the cellar. 'Here,' says Daddy, 'could you use these for your work?' And he gives the five-year-old some pieces of pipe and some bits of wire. Well, the day is not long enough to do all the work the little boy has on his mind now, and he does not get in anyone's way, but that does not say that no one gets in his way."

The last half of the book shows how play, creative, dramatic, vital, eager play, is the child's way of finding out the answer to the question "How Do You Make Worlds?" Uninterrupted time; adequate space; materials he can bend to his use—with these the child creates his own world, learns about the world outside, dramatizes and releases his fears, his curiosities, his resentment, and his tensions, and expresses his satisfactions.

Thus "it all adds up to learning how to live, when children are permitted to follow the swing of the pendulum back and forth between their rights as social persons and their rights as creative artists, between how-do-you-make-worlds and whose-world-is-this." It adds up to remaining—first and last—human! —ESTHER MCGINNIS

*Professor of Family Life  
State Teachers College, Buffalo*

PROGRESS TO FREEDOM: THE STORY OF AMERICAN EDUCATION. By Agnes E. Benedict. New York: G. P. Putnam's Sons, 1942. 309 pp. \$3.

BOOKS on education written by professional educators are often dull; one wonders how their authors have ever succeeded in interesting classes of young people. But here is a book so brimful of interesting, even exciting, material that one is sure it was written in the light of vital experience. The first unusual thing about the book is its extreme readableness; Miss Benedict writes in an easy, rapid, conversational style, without frills or fuss. The second is organization. Indeed, Miss Benedict *had* to organize, for she undertakes nothing less than to tell the whole story of American education in one volume. There is no time to peep and botanize over details; not trees but woods must serve as her units of demonstration.

Quite equal to her task, she moves dauntlessly down the centuries, from the first "master" and dame schools of Calvinistic New England to the Lawton Elementary School of San Francisco in 1942. As readers, we are enabled to see concretely, albeit quickly, as we swiftly retrace all the slow and varying steps in the long journey toward universal free education. We learn, too, of the foes of educational progress: the fear of "radicalism"; the paternalism of the churches; the interference of brass hats of assorted patterns; the reluctance of some taxpayers; and general inertia. But we never lose sight of the "American dream."

Miss Benedict has no theories of her own to offer; hers is the task of exposition and summary. Yet her warm sympathies and her preferences are constantly felt. Her preferences are for those methods—comprised pretty largely under the term "progressive"—which seem to her to have helped education out of the "twilight" of Puritan days into the checkered sunlight of 1942. Perhaps she has a shade too much of "reverence" for children, forgetting that these blessed little plagues can be as easily spoiled as oppressed. Perhaps she has too much fear of formalism and at the same time sets too much store by organization and equipment. But in general her comments are as sensible as her language is arresting.

Miss Benedict has not done the impossible: she has not written the perfect book. She will want, incidentally, to correct a number of little errors before going into a second edition. But she has produced a remarkable book: a one-volume survey of an all-important subject that readers will not only understand but enjoy.

—ALEXANDER COWIE  
*Wesleyan University, Middletown, Conn.*

*Have you bought your quota of war bonds and stamps this month? Are your children participating in this vital campaign to preserve America? You, they, and all of us have a stake in the all-out effort.*

## FINDINGS: NATIONAL CONVENTION

# Food Builds their *Health*

**I**T IS only in recent years that the science of nutrition has developed to the point where it may be applied practically and effectively to our everyday living. A cool head in battle, courage for the long struggle, efficiency on the production line, and civilian morale all hinge in a great measure on the food we eat.

It has been said, "The Nazis have already demonstrated that right and wrong diets can be used to sustain the will to victory of their own people and to paralyze the will of the conquered." It has taken another World War and the demonstration of Nazi combativeness and efficiency to arouse us to the importance of nutrition.

Despite the nation-wide clamor about this matter for the past two years, we are told that three fourths of us are still living on diets inadequate to health. For this reason the National Congress of Parents and Teachers has urged that continued emphasis be placed on nutrition.

### The Actual Problem

**S**TRANGE to say, no person thinks he needs to be told how to eat. One of the great practical problems with which we, as parent-teacher members, must be especially concerned is the difficulty of educating Americans to good food habits. Dr. William Sebrell, of the U.S. Public Health Service, has truthfully said, "The American people still eat and cook the way they like to eat and cook, regardless of the deficiencies in their diet or the vitamins they cook away and pour down the drain." We can and must do something about this matter.

Nutritional experts continue to point out that the real menace does not come from outright, well-defined deficiency diseases, such as pellagra, scurvy, beriberi, and anemia. "Hidden hunger" is responsible for dangerously depressing our resistance to infections, for paralyzing our will to do, for wrecking our courage, for making us sleepless at night, for producing vague aches, pains, and fatigue, and for causing certain kinds of digestive disturbances and a type of nervousness known as psychoneurosis. These ailments do not keep a person in bed, but they cut down his efficiency on the job. They destroy his sense of

well-being, his joy in living and being well and able to work. And, in a child, they prevent normal growth and development.

"Nutritional diseases," says an eminent health authority of the U.S. Public Health Service, "in all probability constitute our greatest medical problem, not from the point of view of deaths, but from the point of view of disability and economic loss." For instance, experiments show that a simple dietary lack lowers resistance to pneumonia. Eating proper foods may not prevent a bad cold, but it can help to guard the patient against its too frequent consequences.

### Never Too Early

**T**HE PROGRAM to insure good nutrition in children at all ages should begin in the prenatal period. Then, when the baby is old enough to eat, he should eat, digest, and absorb the essential foods in amount and in form suited to his needs. Some children naturally have better appetites than others, and that point should be taken into consideration. Meals well cooked and attractively served are important requisites of good nutrition. Infancy and early childhood are critical periods in the formation of good eating habits. The essence of habit formation, as has been summed up in a phrase, is "Repetition associated with satisfaction." Lifetime habits are formed, according to many authorities, between the first and the sixth birthday. This is indeed a challenge to mothers.

Children begin very early to make choices in

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**S**TATING the planned objectives of the National Congress of Parents and Teachers in terms of health, education, recreation, conservation, and social welfare, the findings of the 1942 convention will be interpreted month by month in a series of articles contributed by leaders of the organization. Whatever has been learned in any of these fields will be made available to local parent-teacher leaders as they build for victory. It is hoped that the series will prove to be a source of constructive guidance in solving the many problems that confront all such workers today.

food. They should be wisely guided so that they may attain a continuous state of buoyant health. The later development of a child's food habits is the combined responsibility of the school and the home. In fact, malnutrition has been called "the great American school disease."

### The School Shares the Task

OUR SCHOOLS have a new opportunity, then, for improving the health of the nation through a well-planned and continuous educational program in nutrition. From the first grade up, in every school of the country, this program should be stressed.

The problem may be partially and practically solved by serving a well-balanced and well-prepared school lunch daily in every school in America. The past years have shown parent-teacher workers the value of this. An educational program in the classroom as well as in the lunchroom should be a definite part of the curriculum. Good lunches and a wise choice of foods sometimes turn an apparently stupid child into a normal one. Whether lunches are prepared at home or provided by the school, they should be examples of good diet, so that children may acquire the habit of health and understand how to maintain it. The National Congress of Parents and Teachers, through its special committee on nutrition through the school lunch, has worked out a nutritional yardstick for school children in America. This gives the daily nutritional requirements and the requirements of a good school lunch. The schools and the parent-teacher associations can do a fine cooperative job in nutrition by stressing the use of this yardstick at school and at home.

In order to do their part well, mothers of school children should avail themselves of the opportunity to enroll in training courses in nutrition and group feeding. They may also receive instruction in health clinics. In any case, they should be thoroughly informed about food values, food selection, and the formation of good food habits. Such habits should be well defined by the time the child has reached school age. The school can then help to establish them more firmly and to insure their permanence.

### Health Is a Practical Matter

KNOWLEDGE of food values means little unless it is applied. New discoveries do not mean that our food habits or our buying practices must be changed. They often give us good reasons for clinging to time-honored customs. We must further recognize that a child, to be healthy, must be well nourished. This does not mean, of course,

that well-nourished children are never ill; but they usually have more resistance to many kinds of diseases and a better chance to get well quickly.

When a child is well nourished, every part of his body is receiving all the food material it needs. What are the outward and visible signs of good nutrition? A well-nourished child will have a general appearance of well-being and fullness of life. He will have strong bones, strong muscles, and sound teeth. He will have a good posture and a good supply of red blood containing the normal amount of hemoglobin and the normal amount of red blood cells. His body will show a moderate padding of fat, and his skin will have a healthy appearance.

With all the newest nutritional knowledge at hand, we are still asked to follow the familiar seven-point rule for good nutrition, which is: Eat every day the following foods:

1. Milk or cheese—at least a pint of milk for every adult and a quart for every child;
2. Oranges, tomatoes, grapefruit, or raw cabbage—at least one of these daily;
3. Vegetables—green, leafy, and yellow—one big helping or more, some cooked, some raw;
4. Potatoes, apples, and other vegetables and fruits;
5. Lean meat, poultry, or fish—or sometimes dried beans or peas;
6. Eggs—at least three or four a week, cooked either alone or in "made" dishes;
7. Bread and cereal—whole grain products or enriched bread and flour.

Add fats, sweets, and seasonings to taste.

What are the duties of the mother in regard to providing good nutrition? She must use good judgment in the selection of foods and get the best possible values for her food dollar. She must prepare the foods properly and know the cooking processes affecting nutritive value and digestibility. She must know the importance of eating at regular stated intervals. She must teach the child to eat as a matter of course and to like the foods that are good for him. She and other older members of the family must likewise learn to enjoy the foods that are necessary for their health and their protection.

### Charting the Nutrition Hazards

SOME OF the hazards to good nutrition are neglected teeth, diseased tonsils or adenoids, communicable diseases, and improper dietary habits of the mother before the birth of the child. Some school hazards are inadequate breakfasts; inadequate lunches; the candy, hamburger, and "pop" habits; too little sleep; overfatigue; and inadequate outdoor play and exercise. Omission of breakfast means loss of the opportunity to get

about one fourth of the day's food requirement. It cannot be made up for by candy and soft drinks.

For teen-age youngsters the hazards are lack of provision for the special adolescent nutritional needs and the fad to keep slender. Salvaging every child who has had a bad nutritional start is the duty of every home and school. Constant study and research is being made in this field, which makes it all the more necessary that every parent and teacher should keep up to date.

Many states have recently passed laws making for better nutrition. South Carolina has passed a law requiring all flour and bread sold in the state to be enriched and all margarine to be fortified with 9,000 units of vitamin A. Experts in that state are now experimenting on enriching corn meal, a food constantly used by millions of Americans. Other important findings will surely follow. Why cannot other states follow suit?

### Food and the War Restrictions

THE MATTER of food distribution and costs may, and in all probability will, become a problem in the near future. For that reason it is essential that every family in our nation become better acquainted with nutrition and consumer information, which can undoubtedly help to "win the war and write the peace." We must know what can be successfully substituted for certain foods; how to discriminate in buying; how to prepare foods to conserve the greatest amount of food value; and how to plan, can, and store food for the future. The establishment of nutrition and consumer information centers would be a worthy community undertaking for any parent-teacher association. To translate dietary allowances into quantities of common foods that will combine into everyday meals, one must know food habits, food prices, and food values. Few homemakers are sufficiently versed in all these matters to undertake the task.

The Bureau of Home Economics, U. S. Department of Agriculture, has developed four sets of master diet plans. These include a low-cost adequate diet for general use; a low-cost adequate diet for the Southeast; a moderate-cost adequate diet; and a liberal diet. These diet plans are outlined in terms of food groups rather than individual products. They may be followed in any part of the country. The market lists are excellent and are available in limited quantities upon request. It must be borne in mind that a great deal still depends upon the marketer.

For most families, food takes more of the income than any other one item of family living. For every family, food expenditures claim a prominent place in the budget. Cost alone is not a measure of the desirability of diet. A low-cost diet

chosen on the basis of food value may give better returns in nutrition and health than a more expensive diet chosen thoughtlessly. Homemakers who are good managers and good cooks and who keep up to date with food values and nutrition can make their dollars count in the health of their families.

"Getting the food people need to the people who need it most" will soon be our biggest and toughest problem. Several governmental agencies are already trying to help solve it. We have the food stamp plan, the school lunch program, the penny milk distribution, and various other devices for distribution of food to those who cannot afford what they need. Parent-teacher groups should lend aid to each of these projects, as all of them directly affect the children of America. Much stress must be given to home and school gardens, which have more to do with our day-to-day health and vigor than was imagined fifteen years ago. The canning and storing of fruits and vegetables may solve some very serious nutrition problems.

### Look to America's Future

IT IS our patriotic duty to watch our diets to make sure that they contain enough of the elements essential to health, growth, and development. This vitally important educational program must be conducted by many groups—nutritionists, home economics teachers, all teachers in public schools, home demonstration agents, physicians, nurses, dentists, and many others. Nutrition education, after all, is a person-to-person job. With nutritional science unfolding so rapidly every year, we can be absolutely certain that use of the resulting knowledge will achieve results.

Great progress has been made within the past year. Hundreds of homemakers have attended nutrition and canteen classes. Others have joined study groups and have tried to gain information through articles written by experts and published in current periodicals. We see enriched flour and bread, fortified margarine, and other nutritious foods on the shelves of our stores. We are growing many more gardens.

The United States nutrition program, a child of war, has the opportunity to become a parent of peace. After the war, millions of starving Europeans—our allies and our present enemies—may look to our country for food. The war emergency has precipitated a sweeping movement that may make for the health and strength of *all people for all time*. The greatest hope for the future rests in making people see that their health lies in their own hands.

—EUNICE H. LEONARD  
Vice-President, Region III

# Around the Editor's Table

**I**N PREVIOUS issues of this magazine the role of the parent-teacher association in the war that is now sweeping the world has been interpreted monthly for thousands of parent-teacher readers everywhere. All interpretation has been directed toward giving these many readers an appreciative understanding of the range and intensity of the present program of parent-teacher endeavor. It is a pleasure to report to them that, by the inspiration of common ideals and by the promotion of common convictions, parent-teacher associations in cities and towns the country over have already contributed greatly to America's war effort and to the democratic victory that is the goal of every American. It is safe to say that when school begins again and parent-teacher work moves forward into its usual rhythmical routine almost every local unit in the nation will be able to boast a carefully worked out program for the year. In short, the P.T.A. will be ready to answer the nation's stirring call to duty. There will be little of confusion; there will be much of coordinated activity and definite direction.

Now nothing just happens—that is what we say. Nothing just happens; everything is guided—that is what most of us believe. In the case of parent-teacher progress, not the least helpful of the guides that have enabled the P.T.A. to fulfill its obligations has been its official magazine. To inform and to interpret always, to instruct whenever necessary—these have been the compelling purposes of the *National Parent-Teacher*. Month after month the Magazine has challenged its readers to think in large terms of such large issues as education, conservation, health, morale, and other aspects of the parent-teacher program in time of war. Month after month it has presented the kind of writers and the kind of writing that stimulate clear, concise, and critical thought.

**T**HIS brief retrospective statement of the paramount purposes of the *National Parent-Teacher* up to the beginning of the thirty-seventh volume would be futile were it not that the same purposes are still paramount. During the new parent-teacher year the Magazine will continue, with even greater vigor and variety, to inform, to interpret, and to instruct. In order to carry out these functions in the most satisfactory manner possible, the Magazine will admit only the best presentations of current findings in child welfare, in parent education, and in service to community and nation.

It is a notable fact that parent-teacher members do not confuse the child welfare aims of their permanent program with the aims embodied in their special war activities. They merely harmonize the two. The child is still the center of attention. Only the setting has changed. It is now a time of war instead of a period of peace, and the parent-teacher program is adjusted accordingly. The *National Parent-Teacher*, then, following its best parent-teacher tradition, will identify itself as closely as possible with the country's war effort in order to record ever more sensitively all that is related to the welfare of the child, the adults who influence him, and the environment that now shapes him.

"To have great poets," Walt Whitman once said, "there must be great audiences too." Substituting the word poetry for poets, one might say that Whitman's belief is applicable to every phase of literature, including

educational journalism. The *National Parent-Teacher* takes pride in the fact that its readers belong in the company of great audiences. May its audience continue to grow and to find in it keen pleasure and lasting profit!

\* \* \*

**T**HE following plan, worked out by the Office of Civilian Defense, merits the attention of the nation's families and demonstrates anew that this war is indeed the people's war.

Any home that has complied with all the regulations set down for fire and air raid protection, that has worked out a plan for systematic purchase of war stamps or bonds, that has participated in all phases of the conservation and salvage program, that has taken part in the nutrition program, and that has not contributed to passing along of false rumors or military information will be given a window sticker known as the "Victory Home Sticker."

Mrs. Kletzer, president of the National Congress, is confident that this program can be made a vital experience for families—one in which parents and children together can evaluate their family contributions to the war effort.

\* \* \*

**F**OR the following list of new and free materials dealing with nutrition we are indebted to Mrs. Leonard, whose article, "Food Builds Their Health," appears on page 30 of this issue. Lack of space prohibited its publication at the close of her article.

From the Children's Bureau, U.S. Department of Labor, Washington, D. C.:

The Road to Good Nutrition  
Facts About Child Health

From the U.S. Department of Agriculture, Washington, D. C.:

Dried Fruits in Low-Cost Meals  
Dried Beans and Peas in Low-Cost Meals  
Green Vegetables in Low-Cost Meals  
Community Food Preservation Centers  
Your Food and Your Money  
Three Market Lists for Low-Cost Meals  
Home Storage of Vegetables  
Honey and Some of Its Uses  
Planning Diets by the New Yardstick of Nutrition  
The School Lunch Program and Agriculture Surplus Disposal

From the Consumer Division, O.P.A., Office of Emergency Management, Washington, D. C.:

Sugar in Wartime  
Recipes to Match Your Sugar Ration  
Wise Buying in Wartime

From the National Research Council, 2101 Constitution Avenue, Washington, D. C.:

Food and Nutrition of Industrial Workers in Wartime

From the Bureau of Publications, Teachers College, Columbia University, New York, New York:

Feeding Our Teeth—Rose and Bosley (grades 3 and 4)  
Vegetables to Help Us Grow—Rose and Bosley (grades 1, 2, and 3)  
Our Cereals—Rose and Bosley (grades 4, 5, and 6)

From the Federal Security Agency, U.S. Office of Education, Washington, D. C.:

School Gardens for School Lunches



## Frontiers



**Radio Helps to Solve Travel Handicap.** Although fewer than usual parent-teacher meetings will be held during the coming months,

there is an increased need for leadership training and for information that will help local units to carry out their wartime activities.

The Oklahoma Congress meets the problem created by restricted travel in a modern and efficient manner—by constant use of radio facilities. During the past three years there has been increasing emphasis on radio programs as a regular part of P.T.A. activities. Councils, especially in Tulsa and Oklahoma City, have had regular broadcasts. Bartlesville also has a regular program.

It was not difficult, therefore, to bring a new weekly program to the attention of parent-teacher members throughout the state and to encourage regular listening. The program originates at WNAD, the University station, where the three cooperating chairmen are located—Mr. Thurman White, chairman of Juvenile Protection, who does the broadcasting; Dr. Noel Kaho, Radio chairman, who prepares the scripts for interviews with state chairmen; and Dr. Alice Sowers, chairman of Home and Family Life and of the state P.T.A. war committee. The war committee also supplies a large part of the information broadcast.

Each Monday morning, when women are most likely to be at home, Mr. White broadcasts local, state, and national P.T.A. news, most of which is concerned with the wartime program. These are personal chats with homemakers about what their friends are doing. The names of war committee members are given, as are the names of block mothers, especially those appointed in rural centers and small towns. Some instructions from the war committee are included, but for the most part the broadcast is concerned with plans, activities, and achievements. Frequently a five-minute interview with a state chairman is given.

With this program each Monday morning and the Family Life Radio Forum each Monday afternoon, Monday is well on the way to becoming

Parent-Teacher Radio Day in Oklahoma! The Bartlesville program has been set for late Monday afternoon, and it is expected that other council programs will be set for that day also.

Another radio service is the preparation of scripts for interviews to be given by councils over local stations. These are so designed by the state Radio chairman that local names can be inserted as desired. The first interview was "Standards of Deciding upon Wartime Activities." It appeared in the first issue of the state P.T.A. war bulletin. Other interviews based on the war bulletins, in addition to those presented in the Monday morning broadcasts, will be made available.

These radio programs are serving a threefold purpose, establishing (1) a listening audience among the 42,000 parent-teacher members of the state; (2) a direct line of contact from the state president, other board members, and the state war committee to all members and officers; and (3) a continuous information project that keeps the general public aware of the purposes, activities, and achievements of both the Oklahoma Congress and the National Congress.—OLIVE S. WADLIN



**Mothers and Children in a War Program.** With the all-out war effort daily calling upon women all over the United States to take their

places in defense industry, mothers as well as fathers are going out to work every day, helping to defeat the Axis powers.

The Maryland Congress of Parents and Teachers was requested by the chairman of the subcommittee on child welfare of the state defense council to make a survey of the needs of children whose mothers are working.

The approach was made through school principals and county councils. To each home the following questions were sent:

1. How many mothers are working?
2. How many hours do these mothers spend out of the home?

3. Is there any other adult in the home to care for the children?
4. Is any provision made to take care of the children after school until the mother returns home?

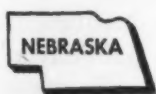
From the twenty-three counties of Maryland, only eleven reports have been tabulated. The mothers who work spend an average of eight hours every day away from home. One county reported that, of 1,081 homes from which mothers were going to work, 301 had no adult care for children after school hours.

A serious effort is being made to meet this need. Defense plants that employ mothers are eager to cooperate with the local P.T.A. council when the problem is too big for them to handle. For example, when both father and mother are employed in the same plant they are carefully assigned to different shifts, which makes it possible for one of them to be at home while the other is working. Should the selective service find it necessary to draw more heavily from the men in these defense areas, the problem will, of course, become more acute as more and more mothers are drafted into industry.

The alert child welfare committee in Maryland already is looking into the future. All possible avenues of help are being explored. Are nursery or day schools available? What plans have been made for recreation? What has been done toward establishing summer camps? Are playgrounds available, playgrounds conducted by trained directors?

As the survey is incomplete, the committee is still checking with the school authorities and the P.T.A. councils. When there is a real need, the parent-teacher association will be ready.

—MARGARET MOORE and EDNA P. COOK



**Nebraska Victory Garden.** In Lincoln, Nebraska, the Whittier Junior High School Parent-Teacher Association carried out a garden

project as its part in the national defense program. In February the P.T.A. and the school assembly held a joint session to discuss the project and decided to secure ground near the school. Two unused lots, covering one and three-fourths acres, were obtained rent free. The plowing was done early in the spring by an interested citizen who made no charge for his services. The ground needed harrowing too, and for this a charge was made. From then on all work was done by students, an instructor taking successive groups during regular school hours to do the early work.

Much hard labor went into getting the ground ready for planting; the lots had not been used for

years, and the weeds, particularly the bindweed, made the project a difficult one. Rain kept the gardeners from working regularly, but with the careful supervision of several teachers and the garden chairman a fine garden was planted. The expense of harrowing and seeds was assumed by the P.T.A. Potatoes, radishes, onions, lettuce, peas, beans, sweet corn, tomatoes, carrots, parsnips, turnips, beets, dill, and popcorn were planted. A border of flowers outlined the plot.

The business teachers supervised the timekeeping and the financial records, thus helping students to learn the business side of the project as well as the gardening side.

During the summer months forty students, in groups of ten, worked one hour a day for four days each week. Ten leaders were chosen, and each leader secured four students to work in the garden. Increased emphasis on defense and war work had produced many opportunities for junior high school boys to obtain remunerative work, and few were willing to give their time to the garden project; much of the work, accordingly, was done by the girls. Realizing that the students' enthusiasm might wane during the hot summer weeks, the P.T.A. engaged one teacher to supervise the project throughout the summer. This teacher received a small remuneration.

A ready market has been found for the produce of the garden. As of July 15, the bookkeeper reported sales amounting to fifty dollars. With every prospect for a good tomato, corn, and potato crop, it is felt that the total income will be much more.

A conservative estimate is that one hundred and fifteen students have had an active part in this undertaking. All money earned from this Victory garden will be applied to some good community use.

—DONNA M. PIERCE



#### **Sturdy Food for Sturdy Children.**

In Arizona our communities are widely scattered and children have to travel long distances in school buses—sometimes twenty or twenty-five miles each way! In order to meet the buses, they must be ready

for school by seven-thirty in the morning. In the winter it is then scarcely light; the children are hardly awake, and they are certainly not hungry. They must stay in school all day with only a cold lunch, and then, arriving home at dark or almost dark, they are often given a cold supper, as farm people whose men work in the fields all day like their heaviest meal at noon and do not realize that the children are not receiving the proper food. Undernourished, hungry children cannot do good work in school.

During the worst years of the depression the

situation became acute. Effort, organization, and cooperation were needed. Here was work for our parent-teacher associations.

It was in 1931 that school lunchrooms were first organized in Arizona. An appeal was made to the Government for commodities and vegetables from the R.F.C. gardens. The schools supplied rooms and tables; parents volunteered time and utensils; and soon the children were being fed at least one hot nourishing meal a day. Very soon thereafter, the teachers began reporting improvement in both the health and the achievements of the children.

Today in Arizona we have 3,022 well-equipped kitchens, with electric refrigerators, gas cooking stoves, and plenty of utensils and dishes. We have clean, well-ventilated, well-lighted lunchrooms, with trained women and girls serving hot, nourishing meals to 28,565 school children every month.

Children who are able to pay are charged a very small fee. Those who are unable are served free or given an opportunity to earn their meals.

Cotton is one of our largest crops. Many transient families are, of course, brought in as pickers. The mothers and fathers work in the fields all day and have little time or money to feed their families. Their children attend our schools and are fed in the lunchrooms.

The area supervisor for the Agricultural Marketing Administration reports that Arizona ranks second of eleven western states maintaining the school lunch program and was the first of these eleven to institute the penny milk program. He gave much credit to the parent-teacher groups, who first recognized the importance of these activities. The lunchrooms are mostly sponsored by the parent-teacher associations; nearly all of the schools that do not have lunchrooms are schools that also do not have P.T.A.'s.

The Surplus Commodities Corporation chairman gave us the aforementioned figures. He tells us that 236,578 meals were served to school children during the past year. Surplus commodities were furnished by the Corporation, and much of the help was furnished by NYA girls. About half of these meals were served free.

—VIRGINIA LEE



**Practice in Public Relations.** Our newest project in true defense of the home and the school in Minnesota is a series of public relations institutes, which began June 23. By September 23 an institute will have been held in each of the six state teachers' colleges and the University of Minnesota.

We began the planning of these institutes eight months in advance, at the request of Minnesota

educators and with their hearty cooperation. We were assisted by leaders from the University of Minnesota, the Minnesota Education Association, and the National Education Association; by local educators; by county superintendents; and by interested lay folk.

The purpose of the institutes is given at each meeting. It is fivefold:

1. To combine all groups interested in school youth in an effort to bring about better relations between the school and the general public.
2. To strengthen home and family life.
3. To bring all neighbors into closer understanding; to fulfill in a concrete manner the ideals of the parent-teacher association.
4. To establish in the public mind the great contribution of the school to national stability.
5. To seek for better relations between teachers and the public, between teachers and school boards, and between teachers and their own colleagues; to discuss and interpret the role of the teaching profession in wartime.

The procedure is different at each college. The programs are planned by faculty committees of one, three, or five members, together with the district and council parent-teacher leaders in each geographic location. The institute at the University of Minnesota was planned and headed by the dean of education and the president of the Minnesota Congress. In some instances the convocation period is given over to one outstanding educator, who explains the qualities of a good teacher and the opportunities of the teaching profession. In other instances a panel discussion group explores various avenues of thought along this line. The purposes of the institute are given by the Minnesota president.

A luncheon is usually served at these institutes. From sixty to one hundred lay folk and leaders in the educational field sit down together in a friendly and informal manner at each institute.

In most cases the college classes on public relations and rural education come to the afternoon panel discussions. More than 5,000 summer students and lay leaders have attended these sessions. In each meeting the educators speak frankly and favorably of the parent-teacher association.

We are sending a résumé of attendance, programs, methods, and discussions to the National Education Association, the Minnesota Education Association, the National Congress of Parents and Teachers, and the Minnesota Congress.

These conferences have inaugurated a movement in our state that has tremendous possibilities. As time goes by, we should find an increasing interest in education and an informed public opinion to implement that interest.

—ETHEL L. MUNRO

# Parent-Teacher Study Course Outlines

Study courses directed by ADA HART ARLITT

## AMERICA PITCHES IN

**Article:** THE FAMILY TAKES THE JOB — By Frederick H. Allen, M.D. (See Page 4)

### I. Pertinent Points

1. The family is always the real source of any nation's strength; "it is and has been the fountain-head for the human strength needed to battle the destructive forces that have threatened human existence and liberty from the earliest days of man."
2. The wise family so trains its children that they can meet anything that comes with courage, initiative, and a sense of responsibility. An overprotective attitude can damage children.
3. Children will feel the impact of the war less when their parents have thought through carefully the part each is to play both in war emergencies and during periods of comparative freedom from the alarms, strains and dislocations of our war economy.

### II. Questions to Promote Discussion

1. How far should children be protected from the impact of war?
2. What are some ways to prepare children to meet war conditions?
3. How can a family council be used to promote better family understanding and better family functioning in wartime?
4. What are some attitudes and activities to be avoided by adults in the present emergency?

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## BABIES IN WARTIME

**Article:** THE YOUNG MOTHER FACES WAR — By Evelyn Millis Duvall (See Page 16)

### I. Pertinent Points

1. War issues must be faced and dealt with. It is useless to run away from the problems a global war must bring to every home.
2. The strength of a nation depends on the strength of its families; the morale of a nation depends on the morale in each individual home. The way in which the young mother trains her children and her attitude toward war issues are of the greatest importance in developing good home morale.
3. Children and adults alike can meet anything for which they are adequately prepared. One of the major functions of parents is to prepare their children for any and all of the excitements and alarms the war may bring, at the same time protecting their sense of security by maintaining a serene personal outlook.

### II. Questions to Promote Discussion

1. How can parents prepare children of preschool age to meet war conditions?
2. Are there any special problems in conditioning very young children to meet war?
3. How can a family council be used to promote better family understanding and better family functioning in wartime?
4. What are some attitudes and activities to be avoided by adults in the present emergency?

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# MOTION PICTURE PREVIEWS

WITH this issue the *National Parent-Teacher* is inaugurating a new service to its readers—a page of motion picture previews, which, it is believed, will prove a reliable guide in the selection of film entertainment.

Each review represents considerable effort, since each picture is seen by a committee of five specially selected and trained parent-teacher members, who have expressed their willingness and proved their ability to perform this service.

The films are previewed in Hollywood, by courtesy of the studios, *before* their release for distribution, but *after* they have passed the industry's censor board. Our committee sees the film in its completed form, just as a librarian reviews a book in its published form. Each previewer is requested to refrain from discussion of the picture with other members of the previewing committee until after she has written her individual report and mailed it to Mrs. Parvis, who then writes the final review, expressing the consensus of the committee.

The aim is to incorporate in each review something of the theme, story, production quality, and ethical value of the picture under discussion. An adjective is used in classifying audience suitability, in order that parents, knowing their own children, may decide whether they consider it desirable entertainment for *them*.

Films should be considered an occasional treat for children and, as such, should be carefully selected. During this time of emotional stress and insecurity it is especially desirable that children learn to spend both time and money wisely. This applies to expenditures for motion pictures as it does to expenditures for other commodities.

We hope that both parents and children will find this list helpful. The Magazine may not reach you before some of the films reviewed have been shown in the first-run theatres. However, both price and location make the subsequent showings more often patronized by families; so it is confidently hoped that all the estimates here given will be of value.

All reviews will be as up to date as the final cutting of the films and the Magazine's deadline permit.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,  
WITH THE ASSISTANCE OF HYPATIA GORDON PARVIS

## JUNIOR MATINEE

(From 8 to 14 Years)

**Bambi**—RKO-Walt Disney. Direction, David D. Holland. Felix Salten's beloved story is brought to the screen in this feature-length cartoon that has beauty, rhythm, exquisite color, and tender imagery. The subdued grandeur of the forest, in the opening sequences, is magnificent. The music is delightfully adapted to movement and mood, and the delicate shading of the instruments and voices is lovely—particularly in "April Showers." The speaking voices and the laughter of the little woods people are charming. The lovable, appealing little fawn, Bambi, the pert, winsome little rabbit, Thumper, and the naively sophisticated little skunk, Flower, will be long remembered by all who see them. The picture has drama, pathos, and humor and is a real treat for children and grownups alike. Delightful for all ages.

Adults	14-18	8-14
Delightful	Delightful	Delightful

**Holiday Inn**—Paramount. Direction, Mark Sandrich. A star-spangled pageant of American holidays uniquely woven into a delightful musical comedy with a background of night clubs and stages in present-day New York, Connecticut, and Hollywood, but mostly on the farm in Connecticut. With skillful direction, witty dialogue, tuneful music, and the talents and charm of Bing Crosby and Fred Astaire, the production is one of the most entertaining "escape" films of the year. The triangle story isn't important, since the special appeal of the picture is in its music, dancing, and sparkling personalities. The few breaches of ethics are not stressed. Marjorie Reynolds is graceful and versatile, an excellent partner for Fred Astaire. Cast: Bing Crosby, Fred Astaire, Marjorie Reynolds, Virginia Dale.

Adults	14-18	8-14
Highly entertaining	Highly entertaining	Highly entertaining

**The Pride of the Yankees**—Goldwyn. Direction, Sam Wood. The baseball diamond, with its thrills, excitement, and vast, enthusiastic audiences, is background for this realistic life story of one of the greatest baseball players of all time and constitutes a warm and sincere tribute to his memory. Interesting, excellently acted and directed, and with outstanding photographic effects, it is a well-balanced presentation of his childhood and youth, his early immigrant home, and his devoted parents. It reveals poignant moments in his climb to fame and in his courtship, marriage, and retirement. The most dramatic sequences have to do with the illness that compelled him to abandon his career after having played 2,130 games. Gary Cooper is convincing as Lou Gehrig, and there is an impressive supporting cast. Cast: Gary Cooper, Teresa Wright, Babe Ruth, Walter Brennan, Dan Duryea.

Adults	14-18	8-14
Excellent	Excellent	Excellent

**Sundown Jim**—Twentieth Century-Fox. Direction, James Tinling. Unpretentious Western, laid in Texas and made interesting by the ingratiating personality of John Kimbrough of football fame. The cast is handicapped by the dated, routine story, which concerns feuding ranchers and a young marshal who undertakes to make things right. Cast: John Kimbrough, Virginia Gilmore, Arleen Whelan, Joseph Sawyer.

Adults	14-18	8-14
Western	Fair	Fair

**Undercover Man**—Paramount. Direction, Lesley Selander. The charm of the Southwestern border country lends itself admirably to this, one of the better Hopalong Cassidy films. Deputized to track down the pillagers of the mines and ranches on both sides of the border, Hopalong takes up his abode on a Mexican rancho with his two aides. He suspects his host of villainy and is in turn suspected by him. Acting and production are good. Cast: William Boyd, Andy Clyde, Jay Kirby, Antonio Moreno.

Adults	14-18	8-14
Western	Good	Good

**Yankee Doodle Dandy**—Warner Bros. Direction, Michael Curtiz. The stirring, familiar Cohan music, singing, dancing, and much inspiring flag waving highlight this tender story of the family life of George M. Cohan. Born on the Fourth of July, he seems to have acquired a maximum of patriotic ardor from the day, as well as from his loyal, stage-trouping parents. Excellently cast and produced, the picture is exhilarating entertainment, although it has its poignant moments. Most of the action concerns his struggle to reach the top of the theatrical world, his disappointments and successes. Cast: James Cagney, Joan Leslie, Walter Huston, Irene Manning, Jeanne Cagney.

Adults	14-18	8-14
Excellent	Excellent	Excellent

## FAMILY

**Apache Trail**—Metro-Goldwyn-Mayer. Direction, Richard Thorpe. Containing, in lesser degree, all the elements of a Western saga, this modestly produced picture, based on a tale by Ernest Haycox—writer of "Stagecoach"—succeeds, at times, in reaching a high pitch of excitement. The cast, made up chiefly of people who seldom play in Westerns, is satisfactory. Developed with much action, the story concerns itself with Indians on the warpath, an outlaw who shoots it out with his hero brother, stagecoaches, Wells Fargo money, and a senorita. With the addition of beautiful scenery and mood-setting music, this unassuming Western is good entertainment. Cast: William Lundigan, Lloyd Nolan, Donna Reed, Ann Ayars.

Adults	14-18	8-14
Western	Good	Exciting

**Crossroads**—Metro-Goldwyn-Mayer. Direction, Jack Conway. An interesting, rather different social drama, well cast and with some colorful characterizations. Suspense is sustained, although there is little action and the story is developed chiefly through conversation. Told, for the most part, in a courtroom, it concerns an international representative in Paris who has, for several years, suffered from amnesia, being unable to remember a certain period of his life. Because of this, he is an easy victim for blackmail. Cast: William Powell, Hedy Lamarr, Claire Trevor, Basil Rathbone.

Adults	14-18	8-14
Entertaining	Probably entertaining	No interest

**Eagle Squadron**—Walter Wanger. Direction, Arthur Lubin. War over England, tense, gripping, and dramatic, superbly photographed and preluded by the memorable tribute of Quentin Reynolds "to these few to whom so many of us owe so much," and by his introduction to the members of the Eagle Squadron, many of whom have been killed. This picture shows the attack of the Commandos, the W.A.A.F.'s in action, the channel mosquito fleet, and the deadly spitfires in actual combat. The fictional part is excellently cast, with 98 speaking parts. Diana Barrymore gives an interesting performance. The technical director is a member of the RAF, John M. Hill of Kansas, home on leave after two crackups. The story points the contrast between the stoical, almost nonchalant, English and the emotional, sympathetic American. The importance of obedience in every slightest detail is stressed, with tragedy resulting from disobedience. Cast: Robert Stack, Diana Barrymore, John Loder, Jon Hall.

Adults	14-18	8-14
Absorbing	Tense	No

**Flight Lieutenant**—Columbia. Direction, Sidney Salkow. Poignant social drama with an aviation background in which convincing, repressed acting counteracts the stereotyped basic story. The father and son theme is sympathetically presented in this involved, psychologically treated tale of a pilot who meets disaster through drunkenness, thus greatly complicating

the life of his son and of a young girl for whose father's death he is responsible. Cast: Pat O'Brien, Glenn Ford, Evelyn Keyes, Jonathan Hale.

Adults	14-18	8-14
Interesting	Interesting	Not recommended

**The Loves of Edgar Allan Poe**—Twentieth Century-Fox. Direction, Harry Lachman. Artistically and sympathetically presented, this biographical drama brings a new understanding of both the author and his works. The title role is excellently played by John Shepperd; Linda Darnell and the other members of the cast give good support. The reading of "The Raven" is an outstanding feature. The photography and settings are especially beautiful. Cast: Linda Darnell, John Shepperd, Virginia Gilmore, Jane Darwell.

Adults	14-18	8-14
Excellent	Excellent	Mature

**The Magnificent Ambersons**—Orson Welles. Direction, Orson Welles. Booth Tarkington's story of a decadent family of wealthy aristocrats is brought to the screen with Orson Welles as producer, writer, director, and narrator. His inimitable technique gives rare power and reality to the unglamorized, rather drab story of an arrogant woman and her indulged, wilful, domineering son, who finally meets his "come-uppance." The Amberson pride, continually coming between them and the happiness that could have been theirs, is the chief cause of their misfortune. An appealing characterization is that of Joseph Cotten as the rejected suitor of the proud Isabel, and the entire cast is excellent. The artistic photography achieves many unusual and interesting effects. Cast: Joseph Cotten, Dolores Costello, Anne Baxter, Tim Holt, Agnes Moorehead.

Adults	14-18	8-14
Interesting	Interesting	Mature

**Men of Texas**—Universal. Direction, Ray Enright. This thrilling drama, with a historical background, deals with troubled days in Texas immediately following the War of the States. It depicts the attitude of the Texans toward the "Yankees" and the desire of Texas to be a free republic. It also tells the ill effects of greed and misused power in the political set-up. The big cast contains many notable names, the production is good, and the action is fast and convincing. Cast: Robert Stack, Brod Crawford, Jackie Cooper, Ralph Bellamy, John Litel.

Adults	14-18	8-14
Good	Good	Tense

**Mrs. Miniver**—Metro-Goldwyn-Mayer. Direction, William Wyler. England at war—but shown only in its effect upon one family, the Minivers of Jan Struther's delightful book. Simplicity and dignity mark the filming and impart a degree of realism seldom achieved in pictures. The casting seems perfect, and the acting is memorable for its artistry and charm. The cheerfulness and the quiet courage with which the Minivers face the hardships, the terrors, and the heartbreaks of war, strengthen and inspire. Cast: Greer Garson, Walter Pidgeon, Teresa Wright, Dame May Whitty.

Adults	14-18	8-14
Outstanding	Outstanding	Tense

**The Pied Piper**—Twentieth Century-Fox. Direction, Irving Pichel. This poignant yet heart-warming drama, adapted from the popular novel by Nevil Shute, is brought to the screen with a realism and charm that will not disappoint those who have read the book, although some parts are, of necessity, omitted. Laid in France at the time of the World War II invasion, it has tense story background, while in the foreground the attractive children (victims of the war) and the querulous, undemonstrative, yet kindly Englishman give the picture a tender, often humorous, appeal. The cast is well chosen, and the direction is excellent. Monty Woolley is delightful as the crusty Englishman, refused by all branches of the service because of his age, whose tender heart will not permit him to leave behind a single child who claims his protection and escort to England. The background music blends perfectly with the simple, direct story. Cast: Monty Woolley, Roddy McDowall, Anne Baxter, Otto Preminger.

Adults	14-18	8-14
Excellent	Excellent	Entertaining but at times tense

**Tales of Manhattan**—Twentieth Century-Fox. Direction, Julien Duvivier. Every once in a while there comes out of Hollywood a picture with such unique story interest, such

superlative production and superior acting, that it seems predestined to be of universal appeal. Such a picture is this—the tale of a dress suit. Cursed by the man who cut it, from the finest cloth, it brings, in turn, an individual justice to those who wear it: death to the man who would take the wife of another; exposure to an untrue suitor; new opportunity to a man wronged by his business partner; recognition to an unknown composer of music; frustration to two thieves; and finally, present relief and a promise of future security to people of simple religious faith in a poor Negro colony. The picture is entirely episodic in form, yet each episode reaches its own satisfying conclusion. From its beginning in wealth and extreme sophistication to its ending in abject poverty and utter simplicity, it passes the social and emotional level of almost every beholder. The music throughout is worthy of the production. Highlighted by the singing of the Hall Johnson choir, it is inspiring climaxed by the magnificent voice of Paul Robeson. Cast: Charles Boyer, Rita Hayworth, Ginger Rogers, Henry Fonda, Charles Laughton, Edward G. Robinson, Paul Robeson, Ethel Waters, Rochester, Thomas Mitchell, and many other well-known players.

Adults	14-18	8-14
Absorbing	Absorbing	Mature

**Talk of the Town**—Columbia. Direction, George Stevens. Excellently produced and directed story of the triumph of legal justice over crooked politics, with a love interest that vies for first place. The entire cast is well chosen for types, and the three leads are vivid and individual in their roles. There are entertaining bits of humor of both dialogue and situation, and the music is especially well adapted to mood and movement. Much of the action takes place at an attractive little house in the country. There a noted professor of the law, taking time out to write a book; an escaped convict, posing as the gardener; and the daughter of the landlady, acting as cook and secretary, work out the problems—both legal and romantic. Cast: Cary Grant, Jean Arthur, Ronald Colman, Edgar Buchanan.

Adults	14-18	8-14
Excellent	Excellent	Mature

**Tish**—Metro-Goldwyn-Mayer. Direction, S. Sylvan Simon. The popular, amusing Tish stories, by Mary Roberts Rinehart, are the basis of this script, but the development carries it far afield, with additional characters and several romantic entanglements. First written at a time when knickers on a middle-aged woman constituted a scandal of major proportions, the transferring of the story to the present day destroys much of the motivation. Tish, a woman given to adventures and enthusiasms, is well played by Marjorie Main, although her characterization is not as finely drawn as the Tish of the book. Zasu Pitts and Aline MacMahon, as her two old maid friends, are excellently cast. Hilarious entertainment for the most part, although it has its more serious moments. Cast: Marjorie Main, Zasu Pitts, Aline MacMahon, Lee Bowman, Guy Kibbee.

Adults	14-18	8-14
Amusing	Amusing	If interested

**Tombstone** — Sherman-Paramount. Direction, William McGann. For those who like rip-roarin' Westerns, this story will be diverting. Well directed and well acted, it has the riding, shooting, drinking, and gambling typical of this sort of picture. Cast: Richard Dix, Kent Taylor, Edgar Buchanan, Frances Gifford.

Adults	14-18	8-14
Entertaining	Entertaining	Tense

**United We Stand**—Fox Movietone News-Twentieth Century-Fox. Commentator, Lowell Thomas. This seventy minutes of stirring documentary film is arranged chronologically from expertly cut and excellently correlated news reels that gain immeasurably in power and dread significance through their continuous showing. Beginning with the treaty of Versailles, it continues with the bloodless victories, the internal upheavals of the little countries, the Spanish rebellion, the Abyssinia and Manchuria disasters, the dastardly attack on the lowlands, the fall of the Maginot Line, and finally the far East and the infamous attack on Pearl Harbor. While it is disheartening to view these black pages of history, it is also enlightening. The comments of Lowell Thomas are dynamic and inspiring, and the closing message of President Roosevelt gives promise of deeper understanding and wiser administration by the United Nations in years ahead. This is a picture that all Americans—both young and old—should see.

Adults	14-18	8-14
Excellent	Excellent	Tense

## Contributors

FREDERICK H. ALLEN, M.D., is director of the Philadelphia Child Guidance Clinic and assistant professor of psychiatry at the university medical school. His newest publication, *Psychotherapy with Children*, is the result of a lifetime of experience. Dr. Allen was one of the outstanding authorities chosen by the U. S. Children's Bureau to prepare the important pamphlet "To Parents in Wartime."

A. L. CRABB is professor of education at Peabody College and editor of the *PEABODY JOURNAL*. He has recently published a novel, *Dinner at Belmont*. The first of his popular Plum Springs stories appeared in the *National Parent-Teacher* three years ago.

BONARO W. OVERSTREET, nationally known poet, writer, and lecturer, speaks the language of the people and knows what the people are thinking and saying. She knows, too, which among them are the "quality folk" she writes about. Mrs. Overstreet was one of the principal speakers at the San Antonio convention.

HELEN L. BUTLER is widely known for her excellent library work with young children and adolescents. Included in her broad range of library activities are reference work and book selection in university library schools. She is a notable contributor to a long list of professional magazines.

JEAN C. MENDENHALL, M.D., has had a successful career as a practicing physician, contact surgeon in the U. S. Army during the first World War, teacher of home relations at Boston University, and special lecturer for the Massachusetts Society for Mental Hygiene. Dr. Mendenhall has helped many young people to success in marriage, parenthood, and personal adjustment.

EVELYN MILLIS DUVALL has long been actively interested in the problems of family living as college instructor and lecturer and as counselor and resource leader for a number of national groups. Her varied experience now finds expression in the program of the Association for Family Living, of which she is executive director. Mrs. Duvall, who has two children, writes extensively on marriage and family life.

This month's editorial is presented by VERA MICHELES DEAN, whose writing is charged with the same intense insight and plain-spoken force that have made her lectures so much in demand by organizations of national importance. Mrs. Dean is the eminent research director of the Foreign Policies Association, New York.

RUTH B. HEDGES, a veteran worker in the field of motion pictures, is state motion picture chairman of the California Congress. She is ably assisted by Hypatia Gordon Parvis, report chairman.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. Marion Lee, President, Arizona Congress; Mrs. Mark Pierce, President, Nebraska Congress; Mrs. John A. Wadlin, President, Oklahoma Congress; Mrs. Stanley G. Cook, President, and Mrs. Milton D. Moore, Counselor to Councils, Maryland Congress; and Mrs. D. A. Munro, President, Minnesota Congress of Parents and Teachers.